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Full Name of Author — Nom complet de l'auteur

Gerald Orville Cossitt

Date of Birth — Date de naissance	Country of Birth — Lieu de naissance
December 7, 1948	Canada

Permanent Address — Résidence fixe

101 Morgan Coescent
St. Albert
T8N 2E3
Alberta

Title of Thesis — Titre de la thèse

The Effects of Feedback on Idealism in Premarital Couples

University — Université

University of Alberta

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

Phd. Educational Psychology

Year this degree conferred — Année d'obtention de ce grade	Name of Supervisor — Nom du directeur de thèse
1981	Dr B. Hague

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THE UNIVERSITY OF ALBERTA

THE EFFECTS OF FEEDBACK ON IDEALISM IN PREMARITAL COUPLES

by

(C) GERALD COSSITT

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY

IN

COUNSELLING PSYCHOLOGY

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY

EDMONTON, ALBERTA

FALL, 1981

THE UNIVERSITY OF ALBERTA

RELEASE FORM

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(Signed) Gerald Cossitt

PERMANENT ADDRESS:

101 Morgan Crescent

St. Albert, Alberta

T8N 2E3

DATED September 24, 1981

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research for acceptance, a thesis entitled "The Effects of Feedback On Idealism In Premarital Couples" submitted by Gerald Cossitt in partial fulfillment of the requirements for the degree of Doctor of Philosophy in Counselling Psychology.

.....W. Hague.....
Supervisor

.....

.....

.....

.....Bradley C. McRae...
External Examiner

Date . September 24/81....

ABSTRACT

This study was designed to examine the effects of feedback on idealism in premarital couples based on feedback from PREPARE (premarital, personal and relationship inventory) (Olson, 1977). The literature indicates that many couples appear to approach marriage with high levels of idealism which impede them in attaining desired levels of intimacy in their relationship.

Fifty-one (n=102) engaged couples who were about to take part in one of several premarital courses completed this study. The couples were randomly assigned to one of four treatment conditions. Two groups attended a premarital course for six weeks, one of these groups received feedback prior to starting the course, the other did not. The other two groups were on a waiting list for a six week period. One of these groups received feedback prior to the start of this six week time period, the other group received no feedback.

The results were analyzed using a one-way multivariate analysis of variance. The research instrument used to measure the change in couples' idealism levels was PAIR (personal assessment of intimacy in relationships) (Schaeffer & Olson, 1978).

The results suggest that feedback as given by PREPARE does not have a significant ($p<.05$) effect on the idealism level in premarital couples. These findings may be a function of the instruments used or of the "starry eyed" syndrome characteristic of engaged couples which

Guldner (1971) suggests is difficult to change before marriage. Subjects reported benefit from the dialogue initiated by taking the tests. This was corroborated by findings that couples perceived their levels of intimacy to be lower after receiving feedback. The study concludes with a review of the limitations of PAIR and PREPARE, some of the implications of this research for marriage preparation programs as well as suggestions for further research.

ACKNOWLEDGEMENTS

The author wishes to express his appreciation to Dr. B. Hague for his help, guidance and constant encouragement. I would like to also thank the committee members, Dr. Kieren, Dr. P. Sartoris and Dr. D. Sawatzky for their encouragement and constructive comments. Special thanks to Father Crough who gave me permission to be involved with couples in the premarital program and to Dr. B. McRae who served as external examiner. Gratitude, for their assistance, is extended to the typists, fellow graduate students and all those who participated in the research. I am grateful to my wife and family for their encouragement during this undertaking.

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CHAPTER I

INTRODUCTION

> The major area of our life for which we are most poorly prepared is unfortunately, marriage and family living. Yet for most of us this is the area in which we find, if we are successful, our deepest happiness and fulfillment. . . so preparation for marriage is preparation for one experience in life on which our happiness most deeply depends. (Mace, 1972)

Personal experience, the media, and sociological research constantly raise the question of the stability of marriage today. Couples planning to marry are faced with this prospect of instability in their own marriages.

Fournier (1979) indicated that 38 percent of all first marriages end in divorce. In 1978 Statistics Canada showed that the divorce rate for Canada was 242/100,000 and in Alberta it was 307/100,000. These divorce figures don't take into account the number of legal separations and common law relationships that failed. Divorce rates are twice as high for first marriages that involve a male married before age 20 and females married before age 18.

Bane (1976) using survey data on marital history and divorce statistics to estimate the proportion of children affected by marital disruption, stated that over the century 25 - 30 percent of all children will be affected.

Fournier (1979) cited four important trends contributing to this

increase in marital dissolution:

(1) increased personal acceptance of divorce;

(2) decreased legal barriers - easier grounds for divorce;

(3) decreased impact of religious influence, divorce more accepted in church circles;

(4) role shifts by economic change as women enter non-traditional roles: 50 percent of married women work.

McRae (1975) also suggested several possible reasons for a high divorce rate:

(1) People enter into marriage with unreasonably high expectations and consequently become easily frustrated.

(2) People lack the skills necessary to make their expectations explicit and to negotiate and compromise their mutual expectations vis a vis their partners. (p. 4)

Burgess and Wallin (1953) proposed that the causes of this marital failure can be dealt with best before marriage and in the early years of marriage. Baber (1958) believed that marriage would be immeasurably strengthened and the frequency of divorce correspondingly reduced if couples would work out their philosophy of marriage before they marry. Mace (1972) laid much stress on the importance of the first few months of marriage, believing that couples can drift into unsatisfactory and destructive ways of interacting, sowing the seeds for later trouble and conflict. All of these authors suggested

that some form of marriage preparation could act as a preventive measure for later marital breakdown (Bader, 1980).

One approach that is used to help couples maintain and improve their relationship in view of these discordant marital trends is premarital counseling.

Premarital Counseling - Definition and Brief Description

Premarital counseling is a process focused on enhancing a couple's skills in their interpersonal relationship. This relationship begins when a commitment to marriage is made between the couple, commonly termed engagement.

The assumption underlying the approach to engagement is that "the new intimacy and new status accorded the couple during engagement enables them to test their relationship in ways that were not possible previously" (Peterson, 1964).

Idealization

Engaged couples tend to fantasize about love and marriage and project these fantasies upon their intended mates instead of seeing them as they really are. This process, called idealization, had been defined as the "imputation of desirable qualities to a person lacking them or as an exaggeration of their properties" (Waller, 1951).

An approach that is used to help couples face this issue is some form of premarital counseling in an individual or group setting. The most common, a group approach, consists of a number of sessions given by guest lecturers on topics such as finances, parenting,

communication skills. This approach is aimed at preparing a couple for marriage by giving them information in order to help them develop a satisfactory and stable relationship.

Some Assumptions Implicit in Premarital Counseling

1. The practice of premarital counseling is based on the idea that it can be beneficial to the couple and assist them in establishing a marriage relationship. Research studies appear to support this as attainable (Stahlmann, 1977).
2. The focus of premarital counseling is educational and preventative rather than therapeutic and does not focus on pathology (Stahlmann, 1977).

Conceptualization

The previous section has indicated an increasing concern about marital instability and the high divorce rate. Recent studies (Norton & Glick, 1976; Bane, 1976) suggest that couples experience marital conflict early in their relationship. Premarital courses have been developed to aid transition from single to married life and to help establish a stable relationship in the critical early months of marriage. Some of these courses are compulsory, required by the church before they will perform the marriage ceremony.

Organizers of premarital courses have very often chosen a didactic approach, believing that information will help in marital approach, and seeing this method as the only feasible method of handling large numbers of premarital couples. Little research has

been done to test the real effectiveness of these courses (Bader, 1979). The few evaluations of premarital programs which have been undertaken show that programs have had minimal effect on the premarital couple (Microys & Bader, 1977). Oussoren (1972) showed in his review that premarital programs were designed to meet the needs of the church rather than those of the couples. The criteria used for course content and style have been dictated by what the instructors feel the couples need and not so much by the expressed and real needs of the premarital couples themselves, nor has the rationale for premarital courses been guided by any solid psychological theory (Matheson, 1976). Some of those involved in presenting premarital courses have sensed what they call the "starry eyed syndrome" (Guldner, 1971), a certain lack of understanding or even disinterest in the reality factors of the relationship. This perception is reinforced by the literature. Miller et al (1976) suggest that engaged couples have reduced reference groups. They do not quite fit in with married couples nor with their single friends. The overall result is a basic idealism about the complexity of the relationship that is rarely challenged due to the lack of reference groups. Couples tend to project their fantasies upon their intended mates instead of seeing them as they are (Schulman, 1974). Researchers have identified this factor as idealism, defined as the imputation of desirable qualities to a person lacking them or as an exaggeration of their properties.

Marital relationships that begin with idealized images as opposed

to realistic perceptions constitute a major factor in the difficulties faced by the couple early in marriage. Schulman (1974) states that because of this idealism consensus is perceived by the couple where it does not exist. This perceived consensus successfully blocks any communication which could take place if the conflict areas were recognized. The idealization process in premarital couples is a prominent feature and poses a challenge to those involved in preparing couples for marriage.

Some researchers (Olson, 1979) indicate that individualized couple feedback is needed to enable a premarital couple to perceive their relationship in a less idealistic manner. This feedback provides the "reference point" to give a perspective on their relationship helping them to better assess their relationship and to perceive specific needs in their own relationship. A couple's needs could be assessed through the use of psychological instruments which would not only pinpoint needs but encourage dialogue or counseling. This discussion is especially important as couples are not open to a great deal of intervention at this point. Bass (1974) found that just completing a questionnaire appeared to alert couples to various issues that they should discuss with each other. Berger (1976) found that immediate feedback can be advantageous in decreasing incorrect associations. The value of feedback is that it enhances the quality of communication that occurs in the second and third stages of premarital development as outlined by Murstein (1970). In the first stage (Stimulus) the couple are drawn

together based on his or her perceptions of the others physical, social, or reputational attributes (non verbal). The second and third stages have a verbal component to them. In the second stage the couples compare values, that is their attitudes towards life, politics, religion etc., and in the third stage become more intimate and increasingly aware of each other's behavioral tendencies. The couples develop a greater awareness of what they desire in a future mate and compare expectations and perceptions. Individual feedback at this stage helps a couple to more realistically perceive their relationship. This individualized feedback will be seen by couples as meeting their needs better. The challenge is to properly assess a couple's relationship, give them individualized feedback so that they can view their relationship from a more realistic perspective. As Schulan (1974) states "If we know more about relationship development and the needs of couples at various stages of their relationships we would be in a much better position to plan the premarital programs."

CHAPTER II

REVIEW OF RELATED LITERATURE

History of Premarital Counseling

Pre-marital counseling was first mentioned in the 1928 edition of the American Journal of Obstetrics and Gynecology. From that point on until the mid 1950's, premarital literature focused on the role of the physician and the premarital physical examination (Matheson, 1976).

The bulk of courses for premarital counseling have been developed in the last decade. The early premarital courses were mainly of an informational type. The first course offered in this area was offered at Boston University in 1924 by Ernest R. Groves (Matheson, 1976) entitled Preparation for Marriage and Family Living, and in 1929, a similar course was offered at Teacher's College in Columbia University.

In the 1950's the clergy began to develop literature relating to premarital counseling (Buckhart, 1950; Dicks, 1950; Fairchild, 1959; Tinque, 1958; Wiser, 1959). At about the same time, a professional literature apart from medicine and theology began to develop (Mudd, 1957; Stone & Levine, 1956).

In the literature of pastoral counseling (1950-1960), the minister was seen as a screening agent. Johnson (1953) saw the pastor as being responsible for a marriage's continuing growth. Shevent (1970) saw

the role of the pastor as examining the emotional readiness and maturity of couples for marriage. Rutledge (1966) saw the role of both pastor and secular counselor as one of examining the readiness of a couple. Since then there has also been a change in seminary education in that the area of pastoral counseling is now emphasized to a greater extent. The clergy is not just concerned about the Christian nature of marriage and the ceremony but the emotional and psychological readiness of the couple for marriage.

Premarital counseling conducted by professionals was still relatively uncommon in the 1960's. In 1964, a survey of professional members of the American Association of Marriage & Family Counsellors indicated that practitioners of the Association performed very little formal premarital counseling (Rutledge, 1966).

There are three major groups that provide most of the premarital counseling available today. They are: (1) clergy, (2) physicians, and (3) professionals in clinics. Of these three groups, the clergy and physicians tend to see people who are preparing for marriage and are doing so with positive anticipation and planning. They work with couples in an educational preventative format. Schonick (1975) shows that the clergy do the bulk of premarital counseling. She reported that in 1972 in California, of 4,000 couples who applied for a marriage license, 2,745 used the clergy for premarital counseling.

Hleisson (1977) indicated that marriage preparation has too long been a hit or miss proposition in the United States (Eastman &

Reffler, 1969). Although many persons and organizations, such as churches, colleges, health agencies have claimed to handle marriage preparation courses, the facts tend to indicate that this preparation is insufficient both from the viewpoint of the couple (Guldner, 1971) and the specialists in the field (Knox and Patrick, 1971; Eastman & Reffler, 1969; Rutledge, 1966).

Rolfe (1975) also feels that marriage preparation has been the forgotten step of counseling. Although engaged couples with grave problems may seek counseling, many couples receive no formal preparation whatsoever. The few that do usually receive assistance in the form of one or two lecture meetings with a clergyman or doctor.

Practices of Premarital Counseling

Stahmann, Barclay (1977) have outlined typical practices of premarital counseling as follows:

(1) Focus on premarital counseling is educational and preventative rather than therapeutic and does not focus on pathology.

(2) The typical premarital counseling is done seeing the couple conjointly rather than individually.

(3) Most counselors prefer to work with the premarital couple when they seek counseling voluntarily and early, approximately 3 months or so prior to marriage.

(4) In contrast to the typical marital counseling session, premarital counseling often is in 2 hour sessions for a set number of sessions (4-6) and in small groups.

(5) Many counselors are using various inventories and questionnaires in an attempt to provide specific assessment and feedback to the clients. The majority of these inventories are developed specifically by the counselors for their own clinical use and not published or standardized.

A recent publication by Larson (1979) entitled Family Patterns and Services in Edmonton, reviewed the family situation in Edmonton. One chapter reviewed the various kinds of services that are offered of relevance to the family in the City of Edmonton. Although he had a low response rate (33 percent) to a questionnaire given to churches, his findings were:

(1) It would seem reasonable that those churches failing to respond may have done so because they have nothing to report.

(2) Of the 17 churches responding, the majority of the churches (60 percent) offered courses for adults dealing with marriage, divorce, sexuality or parenting. Over 24 percent of the responding churches offered courses specifically designed for youth on premarital topics.

(3) Most churches responding require premarital counseling of young couples wishing to be married in the church, and most of the church ministers provided counseling to parishoners dealing with marriage or parenting concerns.

(4) It would seem apparent, however, that the majority of churches in the city (using the ratio of churches responding to the stratified random drawn) do not offer courses on counseling on marriage or family concerns, nor does the typical church require premarital preparation courses on counseling for young couples wishing to be married in the church.

Types of Courses

Rolfe (1975), described a design and implementation procedure of a short premarital course for couples. The format was one of short talks followed by a couple of small group exercises and discussions. In addition to an orientation exercise, five topic areas were presented: marital interaction, money management, parenthood, religious dimensions, and sexuality. Reference also was made to other premarital programs made use of in the United States. Rolfe (1975) stated that premarriage programs are aimed at providing couples with three ingredients, namely: (1) information; (2) relationship skills; and (3) awareness of priorities or values. He found that couples who attended a marriage preparation course significantly increased their subsequent satisfaction in marriage. Subjective satisfaction in early marriage was related to marital adjustment and low role strain.

Matheson (1976) developed a premarital course for graduate students in counseling. In his study, premarital counseling was suggested as a prevention-oriented effort to curtail divorce and help young people prepare more adequately for marriage. He reviewed the literature and synthesized various philosophies and procedures used by professionals engaged in premarital counseling. His course was a modular approach involving nine sessions, each having a central set of objectives. The titles of the sessions were: Introduction to Premarital Counseling; Premarital Counseling in Perspective; Expectation;

Interaction and Communicational Patterns; Experimental Training in Communication; Expressing Affection and Sensitivity to Partner's Feelings; and Counseling Previously Married Couples.

McRae (1975) designed an interpersonal premarital course based on operant procedures. He outlined five basic goals for the participants in his course, namely:

1. Learn to state explicitly and specifically their expectations for themselves, for their intended spouse and for their marriage.
2. Learn how to become solution rather than problem-oriented.
3. Learn how to request change positively and specifically.
4. Learn how to make decisions, negotiate and compromise.
5. Learn how to form a viable and workable marriage contract. (p. 3)

He outlined the procedures and work sheets to be used in the implementation of his course. McRae (1975) compared this behavioral group approach to a lecture discussion approach and found no difference in outcome.

Another approach to premarital counseling uses material focusing on values clarification (Simon, 1972). The couple uses exercises focusing on values and the clarification of values which helps

them move from an examination of their own individual values (the "I" dimension) into the position of generating and articulating their new value system for their particular relationship (the "we" dimension).

Mace (1972) reviewed several approaches to marriage used today. The first approach to marriage preparation is the "facts of life" approach which assumes the couples problems stem from ignorance and can be remedied by imparting information. The second approach is to encourage and help the couple to make a careful evaluation of themselves and each other in their relationship. As Mace puts it, "this approach" dissolves the "pink clouds" and brings the perception of the couple down to the level of reality. It rests on the assumption that the best way to enable a couple to move toward a successful relationship in the future is to help them achieve a successful relationship here and now. Mace feels that couples have potential, but don't use it.

Another approach to premarital counseling is the enrichment approach in which the emphasis is on the couples learning skills in communication and conflict resolution rather than just giving the couples information and advice. These programs usually restrict the size of the group to about four to seven couples (Miller, 1976).

Gulder (1971) suggested that "post marital" or post wedding sessions would be a more effective approach to premarital counseling courses. He found that at six months couples were more open to honest exploration of their relationship than at one or three months.

Bader (1980) further tested this post wedding concept by developing a course which had five premarital sessions before marriage and three sessions, six months after the wedding. He found that couples found the post wedding sessions slightly more helpful than the premarital sessions. He also found that the post wedding sessions were more effective in helping a couple to resolve hypothetical conflict constructively.

Premarital courses can also be viewed from a content or process framework. Content groups are highly structured with preplanned speakers and exercises. In addition to presentation of information, homework assignments (Bach & Wayden, 1968) are given as well. Other groups of this nature offer information activities in a large group, then divide into smaller group discussions.

Process groups are more participant-centered and the format is responsive to and determined by the needs and concerns expressed by the members. Discussion topics and most other choices concerning the group are made only after the basic framework has been generated by the participants. Process groups usually have facilitators trained in communication and interaction skills while the content groups often have experts in the topic areas discussed.

Content groups have very specific as well as general goals (Rolfe, 1975; Collins, 1972; Rutledge, 1966). These goals could include assessing readiness for marriage, anticipating potential stress points, self-evaluation, sharing relative values and expectations,

exploring problem areas, and encouraging anticipatory planning.

The goals in a process group are more centered. The relationships rather than information is the focus (Maxwell, 1971; Van Zoost, 1973; Meadows & Taplin, 1970). The goals could include developing communication skills, providing the environment for couples giving and receiving feedback, recognizing the ramifications of marriage role expectations, understanding the effect of emotional needs, and understanding and coping with relationship conflict.

Course Evaluation

Schumm (1979) in a recent article has reported that evaluation of premarital counseling programs has been rarely reported or undertaken until recently. However, in looking closely at the evaluations that have been undertaken, most designs have used the self report method in which a couple reports whether they found the program helpful or not (Meadows & Taplin, 1970; Glendening & Wilson, (1972). However one should note that couples at this stage of development tend to evaluate with favorable comments. Schumm (1979) has pointed out the need for studies which have a control group and pre and post testing of the subjects to ascertain any effects of the course. Also the subject's change should be evaluated not only with a self report method but also by the use of some standardized method of assessment.

Premarital Relationship Development

Kirkoff-Davis (1962) describe the development of a relationship

in terms of a "filter theory." They proposed that the relationship' filters through a series of factors early in the relationship. At first, similarity in background or interests encourages partners to come to know each other, somewhat later similarity in attitudes or values becomes important to the couples bond; still later deeper aspects of "need" fit are the most prominent determinants of further progress.

Murstein (1970) describes three stages that a couple goes through before deciding to marry, namely stimulus-value-role. In the stimulus stage an individual may be drawn to another based on his or her perception of the other's physical, social, mental or reputational attributes. These cues which are not dependent on interpersonal interaction are categorized by Murstein (1970) as "stimulus" values. The second stage, "value", enriches the appraisal of value compatability through verbal interaction. The types of values will be more varied than the stimulus stage. The couple may compare their attitudes towards life, politics, religion, sex, and the role of men and women in society and marriage. In the third stage "role", the couples confide more in each other, become more intimate and increasingly more aware of each other's behavioral tendencies. The couples develop a greater awareness of what they desire in a future mate and compare expectations and perceptions. The couples become more aware of the impact of their behavior on each other. At this stage an interactional component occurs with feedback becoming an integral part of this communication process.

Effects of Feedback

The effects of feedback have been looked at by several studies (Bland, Rubin, Berger, 1976). Bland (1975) investigated the relative effects of focused feedback on the verbal behavior and therapeutic quality of a counseling group composed of college graduate students. The focused feedback consisted of viewing six ten minute videotape segments of the preceding two hour counseling sessions. The groups were then recorded on audiotape and 10 minute segments from the initial middle and ending of the audio tapes were rated by three specifically trained independent judges. The results of the study indicated a significant increase in the growth potential of the group. Berger (1976) investigated the effects of time as informative feedback. He found that immediate feedback might be more advantageous in decreasing incorrect associations. Both these studies show that immediate feedback enhances one's ability to improve one's skills in a specific area.

In a study looking at close relationships (Bass, 1974), questionnaires were sent to 231 couples who were college sophomores and had been dating for about 8 months. The questionnaires were 50 or more pages each and covered a wide range of events, experiences, attitudes and feelings. On a follow-up questionnaire one year later the couples were asked to reflect on changes in the relationship over time. Couples were asked to indicate whether they thought the study had an impact on their relationship. Almost half of the respondents of each

sex, 46% of the women and 46% of the men, indicated that they thought that taking part in the study had at least a slight impact on their relationship. It is interesting to note that just completing a questionnaire appeared to alert the couples to various issues they should or could discuss with each other. However, one characteristic of premarital couples that appears to inhibit or distort a couples communication pattern is idealism.

Idealism

A characteristic of premarital couples is the romantic and idealistic impressions that they have of each other and marriage. The rationale for looking at idealism "is the concern that engaged couples full of fantasies about love and marriage will project their fantasies upon their intended mates instead of seeing them as they are" (Schulman, 1974, p. 139). Marital relationships that begin with idealized images as opposed to realistic perceptions constitute a major fact in the difficulties faced by couples early in marriage. A delayed exposure to reality can be highly traumatic for some individuals and the subsequent disillusion with marriage often leads to relationship dissolution. As Nichols (1978) pointed out: "The breaking down of unrealistic views of the other person under the light of reality. . .is one of the more significant dynamics in the changing of attitudes in relationships" (p. 187).

Some relationships cannot bear the pressure of reality testing while others seem to grow and thrive. The idealization process in

premarital couples is undeniably a strong phenomenon and poses a significant challenge to individuals who are involved in preparing couples for marriage. Preparation for marriage programs must counter the societal preception that "marriage is regarded as the happiest, healthiest and most desired state of human existence" (Glick, 1975) with facts concerning the true frailty of the marital relationship. The marriage relationship rarely disintegrates because of major crises or adversity:

> The disintegration process in marriage is usually triggered. . .by what the spouses neglect to do. The first steps toward destruction result mostly from omissions, failures, to bring the spouse's untested expectations into conformity with reality. (Lederer & Jackson, 1968, p. 247)

Kirkpatrick and Hobart (1964) investigated the process of idealism in premarital couples. They found a lack of realism in all stages of courtship nearing marriage. Idealization was related to the social desirability. Their results indicated that the idealistic and realistic couple could not be distinguished from each other through the use of a standard engagement adjustment questionnaire.

Waller (1958) hypothesized that idealization of one's partner is an important element of courtship behavior. Burgess and Wallin (1952) who measured idealization as the number of changes desired in one's partner, found a slight tendency to idealize one's partner both before and after marriage. Pollis (1969) measured idealization as the difference between partners ratings of each other and their friends

ratings of them. She found that men idealized their partners more in casual than in serious relationships, but women showed no consistent pattern of idealization as a function of level of involved. Kerkhoff and Davis (1962) who measured idealization as the number of negative attributes used to describe one's partner, found that fewer, negative attributes were mentioned by subjects involved in short-term relationships than by subjects who had been together for longer periods of time; they concluded that idealization is most marked in the early stages of a relationship. Spanier (1972) found a slight positive correlation between reported marital adjustment and romanticism. Kerkhoff and Davis (1962) indicated that in the short term couples are responding to the idealized image of their partner.

Waller (1958) formed three hypotheses about idealization in couples, namely: people who idealize in courtship also tend to do so in marriage; individuals differ in the degree to which they idealize; and the idealization in most cases is not extreme.

Another term used in the literature to describe idealism in couples is marital conventionalization. Edmonds (1972) defines marital conventionalization as the extent to which a person distorts the appraisal of his marriage in the direction of social desirability. Edmonds makes four assumptions of conventionalization, namely:

(1) General theory is for human subjects to distort the appraisal of themselves and everything connected with their self or self-esteem in direction of social desirability.

(2) The things that human subjects desire to be true of themselves and self connected others is very similar to and derived from prevailing social values.

(3) The prevailing social values strongly endorse marital happiness and those things conventionally taken as indications of marital happiness. These invoke such things as chosing the same mate if life were to be lived over; never regretting one's marriage.

(4) There is a strong and prevailing tendency for persons to distort appraisal of their marriage in the direction of social desirability.

(5) There is a substantial and positive association between some or all dimensions of conservatism and the extent to which the appraisal of self connected phenomena is distorted in the direction of social desirability.

Idealism is viewed as the dependent variable in this study. The feedback process also, has an effect on intimacy levels in a couple's relationship.

Intimacy

According to Clinebell (1975), "Intimacy is not so much a matter of how much is shared as it is the degree of mutual need satisfaction within the relationship." There are three periods in a relationship when the search for intimacy is most likely to be active and urgent. The first occurs during the engagement period when the couple is

getting acquainted on a deeper level and is experimenting with patterns of closeness and distance. The second is a period of learning following the honeymoon, usually lasting 2-5 years. The third often occurs during the middle years--40's and 50's--when the exodus of children confronts the couple with their own relationship in the context of their feelings about age.

According to Schaeffer and Olson (1981):

> Intimacy is assumed to characterize the ideal type of marriage and family relationships. It is a word used casually, but few have tried to conceptualize it, operationalize it, or assess the impact on relationships . . ."

He identifies several types of intimacy by drawing mainly on the previous work of Dahms (1971) and Clinebell (1975). The seven types of intimacy are as follows: emotional, social, intellectual, sexual-affectional, recreational-avocational, aesthetic and spiritual. Olson also focuses on the "process" aspects of intimacy by distinguishing between intimate experiences and an intimate relationship. An intimate experience is a feeling of closeness or sharing with another in one or more of the seven areas. It is possible to have intimate experiences with a variety of persons without having or developing an intimate relationship. An intimate relationship is one in which an individual shares intimate experiences in several areas, and there is the expectation that the experiences and relationship will persist over time.

The seven types of intimacy described and defined by Olson (1981)

are: (1) emotional intimacy--experiencing a closeness of feelings; (2) social intimacy--the experience of having common friends, similarities in social networks, etc.; (3) intellectual intimacy--the experience of sharing ideas; (4) sexual intimacy--the experience of sharing general affection and/or sexual activity; (5) recreational intimacy--shared experiences of interest in hobbies, mutual participation in a sporting event; (6) spiritual intimacy--the experience of showing ultimate concerns, a similar sense of meaning in life, and/or religious faiths; and (7) aesthetic intimacy--the closeness that results from the experience of sharing beauty.

Intimacy is a process that occurs over time and is never completed or fully accomplished. Couples may create false expectations if they assume that they have "achieved" intimacy or that they need not work at maintaining it. While intimate experiences are an elusive and unpredictable phenomena that may occur spontaneously, an intimate relationship may take time, work and effort to maintain. Mace (1976) states that intimacy involves two people moving closer to each other and in this process becoming vulnerable. Luciano L'Bate (1977) defines intimacy as "sharing hurt feelings and fears and not fighting. To facilitate intimacy couples must be able to share their hurts and fears, not just their anger." One "skill" that helps maintain and improve this aspect of a relationship is communication.

Premarital Communication

The search through literature suggests that the foundation for

good marital communication is laid in the premarital dating and engagement period. Much of the process of preparation for marriage should be an open discussion of the couple's relationship and how they communicate with one another, enabling them to visualize the kinds of problems and challenges awaiting them in marriage (Rutledge, 1966).

Murstein's theory (1970) postulates that communication plays a significant role in marital choice in that self-disclosure and the development of closeness in the premarital relationship are interdependent. In addition, couples' perceptions of each other are contingent upon accurate and indepth communication.

Several writers (Ard & Ard, 1969; Bardill, 1966) have emphasized the importance of honest communication and sharing of feelings and concerns in intimate relationships such as marriage. Several empirical studies have found a positive relationship between effective communication and marital adjustment (Chorney, 1969; Karlson, 1963; Levinger & Senn, 1967; Locke, Sabagh & Thomas, 1956; Navran, 1967).

Communication may be viewed as the index of family operations and the means whereby the family transacts the business of life (Sherz, 1962). It provides the blueprint by which the child grows from infancy to maturity (Satir, 1972). Communication consists of any messages or informal passing between the members of a group of two or more. It is the vehicle for social interaction--the process of transmitting feelings, attitudes, facts, beliefs and ideas between

living beings. While language is the primary means of communication, it is by no means the only one. Non-verbal communication encompasses listening, facial expressions, silences, gestures, touch, hearing, vision and all other non-language symbols and clues used by persons in giving and receiving meaning (Bienvenu, 1975). Interpersonal communication may include all the means by which individuals influence and understand one another (Rausch, 1963). Some couples avoid bringing up feelings and attitudes in order to keep things peaceful and to impress each other (Ard & Ard, 1969). The couples purpose is to avoid conflict and to see one another in a favorable way. Consequently couples enter marriage with many misconceptions and not knowing enough about each other.

There have been a number of articles written on premarital communication. D'Augalli (1974) and Van Zoost (1973) reviewed the literature and showed that there were several studies which have found a positive relationship between effective communication and marital adjustment (Trenig, 1969; Karlisson, 1969; Levinger & Lyman, 1965; Locke, Sabache & Thomas, 1956; Naverin, 1967). Given the importance of communication in their marriage, dating couples should receive considerable benefit from improving their communication skills. Bienvenu (1971) developed a premarital communication inventory which was presented as an instrument needing further research. Van Zoost (1973) followed with a premarital communication skills program in which he used video tape feedback

as well as video tape models and behavioral rehearsal. The purpose of his program was to acquaint participants with ways of handling communication difficulties by having them practice communication skills both in the group and in their everyday relationships. He found that participants increased in knowledge about communications significantly. There was an increase in self-disclosure as well.

Sinclair and Mueller developed a students' couple program in which they taught participants how to improve their marital communication, including expression of affection and constructive fighting. Bouffard (1976) used micro-counseling and training sessions with couples to improve marital communication. The couples were taught skills of basic sharing, affectionate sharing and confrontive sharing. He found that micro-counseling did not result in significant changes in marital communication, nor in marital adjustment. Bouffard (1976) recommended that further research concentrate on fewer skills and give more time to training couples and that selected program materials be synthesized and developed for improving marital communication.

The teaching and development of communication skills for the premarital couple is a common goal for premarital counseling. Some counselors approach communication and the development of communication skills very "directly" as a primary purpose for the counseling. When this is the case, communication exercises are usually practiced with the couple and "homework" assignments to develop and practice these skills are given. An example of such a program is the

Minnesota Couples Communication Program (Miller, et al., 1976) which has been widely used. The main purposes of the program are:

(a) an educational and development orientation,

(b) a focus on the system,

(c) focus on how rather than why,

(d) skill orientation.

One can also approach communication as a desired outcome but less directly than the MCCP. The focus is upon developing listening skills, empathy and self-disclosure with the indirect outcome being the articulation of communication skills for the couple.

A review of value consensus literature indicates that it has an effect on communication level in couples as well. Individuals tend to select their associates from among those who have views resembling their own. Communication between dissimilar persons is likely to be more restrained and to involve emotionally neutral topics. Coombs (1966) reasons that sharing of similar values is in effect a validation of one's self which promotes marital satisfaction and enhances communication ease. Since values are not innate but are learned, persons socialized in similar environments tend to share many of the same values. Before one entertains teaching communication skills, one needs to review the area of premarital needs.

Premarital Needs

According to Flores (1975) needs assessment is a tool devised to facilitate educational program planning. It rests on the assumption

that social organizations are created to achieve aims or goals accepted by a society as prerequisites for the "good life" and these aims or goals can be expressed as desired client statuses. Needs assessment is an attempt to compare these desired client statuses with adult client statuses; deficiencies between actual and desired client statuses are then termed "needs".

A premarital course should be an effective program in meeting the "real educational needs" of couples. The couples are viewed as adults so needs will be looked at from an adult education frame of reference approach. Berger (1976) points out that an effective program of adult education should consider the needs and related interest of the adult learner and attempt to discover and meet their real "needs".

Atwood and Ellis (1971) state that in this approach needs are identified before the nature and content of the learning experience are determined. The major purpose of an adult premarital program then becomes that of meeting the needs of the society of which each is a part. It follows that the identification of these needs is the first step in developing a premarital program. Needs are not fixed but are constantly changing, thus diagnosing them is an ongoing process. Premarital programs should be seen by the participants as directly relating to their needs. Unfortunately this is not generally the case with premarital courses. Everyone is given the same "menu" and expected to be enthused about the course even if it isn't "palatable" to them. Schumm (1979) indicates in his review of premarital

literature that before further improvements in programs can be made, "the needs of couples need to be assessed reliably before their participation."

An effective approach should meet the real needs of the couples and also assist them in recognizing and identifying their own needs. One approach to assessing these needs is through the use of various assessment tools.

Use of Assessment Tools in Premarital Counseling

There are many advantages and disadvantages to using assessment tools in premarital counseling (Stahmann & Herbert, 1980). Several advantages are: (a) promote a higher level of couple involvement in the premarital counseling process, (b) the devices can often obtain information that would take several hours of regular counseling time to obtain, (c) can obtain information as multifacets of the couples relationship and compares them if the test is standardized to a similar population base.

There are also some disadvantages to using premarital assessment tools as well. Couples could misunderstand the intended use of the instruments results and could assume they are in serious trouble when in fact they are not. Another disadvantage is that the counselor could "label" the couple on the basis of test results without taking into account other important variables.

Cromwell (1976) indicates that "In a decade review and critique of marital and family therapy, . . .the idea of diagnostic evaluation has

received little attention in the literature. Most therapists seem to make their diagnostic evaluation in rather unsystematic and subjective ways using unspecified criteria that they have found helpful from their clinical experience. Cromwell, Olson and Fournier (1976) outlined five basic weaknesses of tools used in marital and family behavior, namely:

(1) Longitudinal and empirical instrument development and appropriate standardization is rare, especially in the relatively new fields of marital and family assessment.

(2) Most researchers and practitioners either develop measurement tools from scratch or uncritically adopt an easily available tool without assessing its merits or appropriateness for a given problem or purpose.

(3) Information on the properties of existing instruments is widely scattered throughout journal articles, technical reports, monographs, papers read and not published, and general research memoranda in several different disciplines and subfields and is, therefore, for all practical purposes often unavailable.

(4) Instruments that are apparently simple and readily available are faddishly applied, while more appropriate, reliable and valid tools languish under-utilized.

(5) Researchers and research-oriented clinicians are often unwilling to publish for a practical audience and seldom employ

the resources necessary for the systematic compilation and critique of measurement tools as they might be applied in treatment settings.

One of the most commonly used assessment tools in premarital counseling is the Taylor Johnson Temperament Analysis (TJTA) which consists of 180 items equally divided among 9 traits.

The TJTA elicits a self report for both husband and wife. This test is unique in that it builds in an additional procedure referred to as the criss-cross technique which may be analyzed to infer interaction. Each person is asked to fill out the inventory for both self and spouse. This results in 4 personality profiles, two for the husband and two for the wife. Each personality profile is based upon objective norms. Once profiles are obtained, discrepancy scores are available for self reports of how the husband perceives himself and how he is perceived by his wife. Interaction may be inferred from these scores.

Mosher (1953) reviewed the TJTA. He stated that the amount of data on the validity of the TJTA reported in the manual was disappointingly meager. Correlations between the TJTA and MMPI were reported and did support construct validity of the TJTA traits.

Further validity evidence using dissimilar measures of relevant criteria or employing the measures of the traits of the TJTA as operational definitions of traits in personality experiments would be highly desirable.

Overall, the TJTA is a carefully constructed test which might

very well be useful in individual, premarital and marital counseling. Continued research is needed to document its validity.

A comparison of several aspects of the TJTA with other tests used in premarital counseling is reported in the Appendix section. The TJTA assesses personality characteristics more than relationship issues. TJTA is the only test other than PAIR or PREPARE that has a scale (attitude) which evaluates a person's tendency to put things in a better or worse light than they really are.

There are many other assessment tools available on the market. They tend, however, to have one or more of the characteristics outlined by Cromwell (1976) which has been outlined in the previous section. Examples are Marriage Role Expectation Inventory (MREI) (Dunn, 1963), Marriage Expectation Inventory (MRI) by MacDonald (1976), Marital Communication Inventory (MCI) by Bienvenu (1971) and Courtships Checklist (CC) by Geolol McHugh (1979).

There are no standardized norms available for any of the above tests. The (MREI) contains 71 statements in various aspects of a relationship. A person answers Agree or Disagree to the (MEI). The (MEI) has a series of questions on Love, Communication, Freedom in Marriage, Children and other areas. It is an essay type questionnaire difficult to evaluate. The (MCI) has statements which are rated by the respondent. The statements tended to be worded with a negative connotation. The (CC) has statements on finances, habits, communication which are answered as being true or false. The purpose of the ques-

tionnaire is to encourage discussion between a couple. No norms are available. Validity and reliability ratings are not substantial.

Two additional tests which are specifically geared for couples are PREPARE (Olson, 1977) and PAIR (Schoeffer & Olson, 1978). PREPARE (premarital, personal and relationship evaluation inventory) (Appendix A) is designed to assess relationship strengths and weaknesses. PREPARE has a 125-item inventory containing 11 content categories related to marriage. These categories include: Personal Issues, Relationship Expectations, Role Expectations, Communication, Conflicts Resolution, Financial Decision-Making, Leisure-Time Activities, Sexual Relationship, Children and Marriage, Family and Friends, and Religion and Marriage. In addition to the 11 content areas, PREPARE has a separate 15 item category to assess couple idealization called Idealistic Distortion. PREPARE also allows one to make meaningful comparisons between the couple to be counseled and other couples with similar background. A weakness of several instruments has been the complicated, time consuming scoring procedures and the lack of availability of appropriate norms. PREPARE provides information not only on the individuals but on the relationship and is computer scored which makes it a more expensive assessment tool to use. A one day training seminar is also required in order to administer PREPARE.

The test retest reliability of PREPARE is .78. The overall internal consistency of the twelve scales is .66. PREPARE correlates

significantly with the Locke Wallace Marital Adjustment Scale. PREPARE was normed on a sample of 1037 couples (n=2074) with norms being continually updated.

PAIR, (personal assessment of intimacy in relationships) is a 36-item instrument that assessed five types of intimacy (Appendix B). It enables a couple to describe their own relationship as they perceive and experience it. PAIR can be used for a variety of relationships from friendship to marriage.

PAIR measures several kinds of intimacy that a couple may experience: emotional intimacy, social intimacy, sexual intimacy, recreational intimacy. It measures the expected (ideal) versus current perceived (actual) levels of intimacy in their relationship. This comparison of what the couple would like from the relationship and what they are currently perceiving is made for each type of intimacy. PAIR can be used for all types of dyadic relationships including friendships, dating premarital, cohabiting, and marriage relationships. It is being used as an early assessment tool in marital counseling as well as feedback instruction in couple enrichment programs. A conventionality scale has been included to indicate how much individuals distort the appraisal of themselves and their relationship.

The overall internal consistency for the PAIR scales is .54. The PAIR scales correlate .54 with the Locke Wallace Marital Adjustment Scale. The Cronbachs Alpha reliability coefficient for each scale is .70 or better. PAIR was normed on a sample of 192 couples (n=384).

Summary

The review of the literature shows that intimacy is much sought after during the premarital stage. Couples are also in an "idealistic state" and have a more difficult time in realistically assessing the needs of their relationship. This all happens during what Murstein (1970) has labelled the "role fit" stage.

If feedback is an important factor during this "role fit" stage, what effect does it have on the idealism level of the couples? Is feedback sufficient by itself or does it need to be coupled with formal instruction to have an effect on idealism levels or levels of intimacy in a relationship? Can the skills of those taking premarital courses be enhanced by having feedback on their relationship prior to taking the course?

The assessment tools reviewed could help in answering these questions. One is PREPARE which gives individual couple feedback, making individuals aware of their strengths and weaknesses. The other is PAIR which assesses intimacy level in a number of areas and also has a conventionality (idealism) scale. Conventionality is the extent to which couples tend to be biased toward giving "socially desirable responses". The higher the score the greater the level of idealism. A high score indicates a person has a tendency to idealize the relationship while minimizing the problems. An attempt will be made in this study to utilize these two assessment tools to look at the effects of feedback on idealism in premarital couples and ascertain

the effects feedback has on several areas of intimacy in their relationship.

In order to assess whether knowing and being aware of their premarital needs will alter a couple's idealism level, the following questions arise:

(1) Do couples who take a premarital course and are given feedback as to their premarital needs become significantly less idealistic in their relationship?

(2) Do couples who take a premarital course and are not given feedback as to their premarital needs show a significant change in their idealism level?

(3) Do couples who are made aware of their premarital needs without taking a premarital course become significantly less idealistic in their relationship?

(4) Do couples who are not made aware of their premarital needs and who do not take a premarital course show any significant change in their idealism level?

These questions if examined using PREPARE and PAIR as instruments and a probability level of P .05 lead to the following specific hypotheses:

(1) Couples who take a premarital course and are given feedback as to their premarital needs through the use of PREPARE will become significantly less idealistic as measured by PAIR.

(2) Couples who take a premarital course and are not given feedback

as to their premarital needs will show no significant change in their idealism level as measured by PAIR.

(3) Couples who do not take a premarital course but are made aware of their premarital needs through PREPARE will become significantly less idealistic as measured by PAIR.

(4) Couples who do not take a premarital course and are not given feedback as to their premarital needs will show no significant change in their idealism level as measured by PAIR. (Table 1)

TABLE 1

DESIGN OF STUDY

Group	Pre-assessment Instruments	Feedback Given	Treatment	Post-assessment Instrument	Expected Outcome
1	PREPARE PAIR	Yes (Prepare)	course (6 weeks)	PAIR	lower level of idealism
2	PAIR	No	course (6 weeks)	PAIR	no significant change
3	PREPARE PAIR	Yes (Prepare)	Time (6 weeks)	PAIR	lower level of idealism
4	PAIR	No	Time (6 weeks)	PAIR	no significant change

CHAPTER III

In the last chapter the review of the literature led up to questions regarding the effects that feedback might have on idealism and intimacy levels in premarital couples. The hypotheses were formulated and in this section the method and procedure for assessing them will be outlined.

Sample

The subjects for this study (Table 2) were drawn from couples planning to take a premarital course offered by the Catholic Information Centre in Edmonton, Alberta. These courses were being offered at four different time periods. Subjects attended a total of six sessions which covered the topics of communication, medical aspects of marriage, needs and values, moral and religious meaning of marriage, and financial planning (Appendix J). The subjects were all from the Edmonton area and were required to take one of these courses as a prerequisite for being married in the Catholic Church. Couples were sent a letter in the mail outlining the fact that the study was endorsed by the coordinator of the premarital programs and that they would be contacted to take part in a study (Appendix D). The couples were contacted a short time later by telephone to ascertain whether they would like to take part in the study. The purpose of the study and a time commitment of twenty minutes to fill out a questionnaire(s) was

outlined. Couples were given time to discuss their possible involvement with their spouse and to phone back to indicate whether they would like to take part in the study. A standard phone procedure was used and is outlined in Appendix K. The average age of the subjects was 22 with most having at least a high school level of education (Table 2). A majority of the subject's monthly income was 1000/mo. or more (Table 3). Most had known each other for a period of at least 34 months and had about 4 months before they were to be married. The subjects were mainly of the Catholic faith (Table 4) and of varied occupations (Table 5).

Four groups of subjects were selected from a total of 299 couples (n=598). The names, addresses and phone numbers of couples registered for four courses starting at different times were placed on 3 x 5 cards. The cards in each group were placed in alphabetical order. Every second couple was contacted by telephone. Couples either indicated that they did not wish to take part in the study (40%) or indicated they would call back within a day or two to indicate their intentions. Approximately 30% did not call back and 10 - 20% did not show for pretesting. It was necessary to repeat this process once to get an adequate sample.

Group 1 which received feedback and took the course initially consisted of 18 couples (n=36), group 2 which received no feedback but took the course initially had 30 couples (n=60), group 3 which received feedback but no course was initially 8 couples (n=16) and group 4 which

TABLE 2

EDUCATIONAL LEVEL OF SAMPLE

		%
1.	Graduate/Professional	14
2.	Technical/Community College Grad	18
3.	Finished High School	60
4.	Some High School	6

TABLE 3

APPROXIMATE MONTHLY INCOME OF SAMPLE

		%
1.	no income	9
2.	400 - 600	6
3.	601 - 800	12
4.	801 - 1000	15
5.	1001 - 1400	24
6.	1401 - 1600	14
7.	over 1600	22

TABLE 4

RELIGIOUS PREFERENCE OF SAMPLE

		%
1.	Catholic	70
2.	Baptist	3
3.	Pentecostal	0
4.	United	16
5.	Anglican	3
6.	Evangelical	4
7.	Other	4

TABLE 5

OCCUPATIONAL CLASSIFICATION OF SAMPLE

		%
1.	Professionals, Doctors, Lawyers, Executives	2
2.	Other professionals, Managers, Teachers, Nurses	18
3.	Skilled and Building Trades	18
4.	Sales, Technicians, Clerical	36
5.	Laborer, Factory Workers, Waitress	10
6.	General service employees	7
7.	Student	4
8.	Unemployed	1
9.	Other	6

received no feedback was initially 9 couples (n=18).

In these last two groups, the couples were on a "wait list". "Wait list" is a term describing a situation in which a couple desires to take a course but cannot because it is oversubscribed. The couples had to enroll in a course starting at a later date. Fourteen couples were excluded from the final analysis as they either did not appear for post testing or had missed two or more of the sessions in the premarital program. The final groups were as follows: Group 1 which received feedback and took the course consisted of nine couples (n=18), Group 2 which took the course but received no feedback consisted of 27 couples (n=54), Group 3 which were on a wait list but received feedback consisted of 7 couples (n=14), and Group 4 which were on a wait list but received no feedback consisted of 8 couples (n=16) (Table 1).

Procedure

All four groups were given a demographic questionnaire (Appendix C) to fill out prior to their respective treatments. This questionnaire requested information such as age, educational level, monthly income, months until married, months known to each other, birth order, parents' and friends' reactions to their plans to marry and where currently living. In addition, four groups (two groups taking the courses and the two groups on the "wait list") were tested with PAIR before they had their respective treatment and after their treatment was completed. Two groups, Group 1 which was taking the

course received feedback from PREPARE prior to the starting of the course and Group 3 which was on the wait list received feedback prior to the six week wait list period being over (Table 1).

Feedback on PREPARE was given to couples using the following method:

(1) Couples were oriented to PREPARE, its purpose and limitations. Overhead transparencies were used. Time: 10 minutes.

(2) Couples were then given a blank couple's feedback form and asked to fill it out individually, and then compare with each other. Three relationship strengths and three possible problem areas were to be indicated. Time: 10 minutes.

(3) A demonstration, using an overhead projector showed how to interpret the results of a sample profile. Time: 15 minutes.

(4) Individual couple profiles were then given to the couples and questions from the couples were answered. Time: 10 minutes.

Total Feedback Time: 45 minutes.

After the various treatments were over, couples in each group were given the opportunity (optional) to come and receive feedback on PAIR. This was not part of the formal study. At this time a questionnaire (Appendix E) was also given to ascertain individual reactions to feedback from PREPARE and PAIR.

CHAPTER IV

ANALYSIS, FINDINGS AND CONCLUSIONS

Basically Chapter IV comprises a restatement of the hypotheses as outlined in Chapter II, together with a presentation of the related findings and conclusions. In order to assess the hypothesized effects of no feedback versus feedback for the respective four groups a one-way multivariate analysis of variance (MULV 16, Hunka, 1980) (Appendix F) was applied to the PAIR data obtained from the pre and post testing sessions. Tables 6, 7, 8 and 9 show the means and standard deviations of the pre and post treatment scores obtained for the four groups indicating how they saw their relationship before and after their respective treatment. Tables 10 - 12 show the results of the one way multivariable analysis comparison of the means on specific PAIR Scales.

In addition the demographic information data obtained from the subjects on education level, monthly income, months until married, months knowing each other, birth order, parents' reaction to the plans to marry, friends' reaction to plans to marry, where they lived most of their lives, and where they are currently living was correlated with the idealism score on PREPARE and the pretreatment scores and the post-treatment scores of PAIR. This was done using Pearson Product Moment Correlations (Dest 02) (Hunka, 1979) (Appendix G). Tables 13 - 14 show the significant correlations obtained.

HYPOTHESIS I

Statement of hypothesis: Couples who take a premarital course and are given feedback as to their premarital needs through PREPARE (Group 1) will become significantly less idealistic ($p < .05$) in their relationship as measured by PAIR.

Findings:

TABLE 6

ONE WAY MULTIVARIATE ANALYSIS OF DIFFERENCE BETWEEN MEANS (GROUP 1)

	Pre Treatment X Co*	S.D.	Post Treatment X	S.D.	X Difference	F	P
Group 1	66.44	8.15	69.55	8.34	3.11	.66	.5

* Co = Conventionality (idealism)

In order to test this hypothesis, a group of nine couples (n=18) were first given the questionnaires PAIR and PREPARE prior to starting the premarital course. In addition feedback on PREPARE only was given to these couples prior to the start of the course. After a period of six weeks and the taking of the course, PAIR was again administered.

As Table 6 indicates a one way multivariate analysis of variance showed that there was no significant difference ($p < .05$) in idealism levels after the feedback and course had been given to the couples.

The couples' idealism level (CO) increased but not significantly. On the basis of these results which suggest that the level of idealism did not show a significant decrease ($p<.05$), Hypothesis I is rejected.

HYPOTHESIS II

Statement of Hypothesis: Couples who take a premarital course and are not given feedback as to their premarital needs (Group 2) will not show a significant change in idealism level in their relationship as measured by PAIR.

Findings:

TABLE 7

ONE WAY MULTIVARIATE ANALYSIS OF DIFFERENCE BETWEEN MEANS (GROUP 2)

	Pre Treatment X Co*	S.D.	Post Treatment X Co	S.D.	Mean Difference	F	P
Group 2	72.00	8.49	73.89	8.60	1.89	.66	.57

* Co = Conventionality (Idealism)

In order to assess this hypothesis, a group of twenty seven (n=54) couples were first given a questionnaire PAIR prior to starting the premarital course. PAIR was again administered after a period of six weeks.

As Table 7 indicates a one way multivariate analysis of variance showed that there was no significant change ($p<.05$) in idealism level

after the course had been given to the couples. The couples' idealism levels (CO) increased but not significantly.

On the basis of these results which suggest that the level of idealism did not show a significant change ($p<.05$) Hypothesis II is supported.

HYPOTHESIS III

Statement of Hypothesis: Couples who do not take a premarital course but who are made aware of their premarital needs through PREPARE (Group 3) will become significantly less idealistic in their relationship as measured by PAIR.

Findings:

TABLE 8

ONE WAY MULTIVARIATE ANALYSIS OF DIFFERENCE BETWEEN MEANS (GROUP 3)

	Pre Treatment X Co*	S.D.	Post Treatment X Co	S.D.	X Difference	F	P
Group 3	66.86	8.18	65.00	8.06	-1.86	.65	.57

* Co = Conventionality (Idealism)

In order to assess this hypothesis a group of seven couples (n=14) were first given the questionnaire PAIR and PREPARE prior to the start of a six week waiting period. In addition feedback on PREPARE only was given to these couples prior to the start of this

time period. After a period of six weeks PAIR was again administered.

As Table 9 indicates, a one way multivariate analysis of variance showed that there was no significant change ($p < .05$) in idealism level after feedback had been given prior to a six week waiting period. The couples' idealism levels decreased but not significantly.

On the basis of these results which suggest that the level of idealism did not show a significant decrease ($p < .05$) Hypothesis III is rejected.

HYPOTHESIS IV

Statement of Hypothesis: Couples who do not take a premarital course and are not made aware of their premarital needs (Group 4) will not show a significant change in idealism level in their relationship as measured by PAIR.

Findings:

TABLE 9

ONE WAY MULTIVARIATE ANALYSIS OF DIFFERENCE BETWEEN MEANS (GROUP 4

	Pre Treatment X Co*	S. D.	Post Treatment X Co	S. D.	X Difference	F	P
Group 4	74.89	8.65	79.25	8.90	4.30	.65	.57

*Co = Conventionality (Idealism)

In order to assess this hypothesis a group of eight (n=16) couples were first given the questionnaire PAIR prior to the start of a six week waiting period. After a period of six weeks PAIR was again administered.

As Table 9 indicates a one way multivariate analysis of variance showed that there was no significant change ($p < .05$) in idealism level after the six week waiting period was over. The couples' idealism levels increased but not significantly.

On the basis of these results which suggest that the level of idealism did not show a significant change ($p < .05$) Hypothesis IV is accepted.

In addition the group means obtained after treatment on all the PAIR scales were compared with each other to test in significance. Findings:

TABLE 10

ONE WAY MULTIVARIATE ANALYSIS OF VARIANCE-
COMPARISON OF MEANS OF PAIR SCALE
(PERCEIVED) (EMOTIONAL)

SE	GROUPS	DIFF	MEANS	
129.38	1 - 2*	-7.93	Group 1	71.78
129.38	1 - 3	-1.08	Group 2	79.70
129.38	1 - 4*	-9.41	Group 3	72.80
129.38	2 - 3	6.85	Group 4	81.19
129.38	2 - 4	-1.48		
129.38	3 - 4	-8.33		

* p=.05 Perceived (How a person sees their relationship to be)

Emotional Intimacy: (EM)

The experiencing of closeness of feeling: the ability and freedom to share openly, in a non-defensive atmosphere when there is supportiveness and genuine understanding.

As Table 11 indicates, the results of the analysis showed that the mean scores of intimacy for Group 1 (Couples who had taken the course and received feedback) differed significantly ($p = .05$) from other groups of couples on the emotional intimacy scale. Group 1 (couples who had taken the course and received feedback on their relationship) perceived their emotional level of intimacy at a significantly lower level than Group 2 (couples who had not received any feedback prior to taking the course). Group 1 (couples who had taken the course and received feedback) also perceived their emotional level of intimacy at a significantly ($p = .05$) lower level than Group 4 (couples who had received no feedback and had been on a waiting list for six weeks).

TABLE 11

ONE WAY MULTIVARIATE ANALYSIS OF VARIANCE-
COMPARISON OF MEANS PAIR SCALE
(RECREATIONAL) (EXPECTED)

SE	GROUPS	DIFF	MEANS	
103.66	1 - 2*	6.00	Group 1	88.00
103.66	1 - 3	-3.57	Group 2	82.00
103.66	1 - 4	0.0	Group 3	91.57
103.66	2 - 3*	-9.57	Group 4	88.00
103.66	2 - 4*	-6.00		
103.66	3 - 4	3.57		
*p .05	F=4.21			

Recreational Intimacy: (REC)

Shared experiences of interests in past-times or hobbies; mutual participation in sporting events; mutual involvement in any general recreational or leisure activity.

As Table 12 indicates, the results of the analysis showed that couples who had taken the course and received feedback, also expected their recreational level of intimacy to be on a significantly higher level than Group 2 (couples who had taken the course but received no feedback on their relationship prior to starting the course). Group 2 also expected a higher level of recreational intimacy than Group 3 (couples who had received feedback and were on a waiting list for six weeks) and Group 4 (couples who had received no feedback and been on a waiting list for six weeks).

TABLE 12

ONE WAY MULTIVARIATE ANALYSIS OF VARIANCE-
COMPARISON OF MEANS PAIR SCALE
(EMOTIONAL) (EXPECTED)

SE	GROUPS	DIFF	MEANS	
100.46	1 - 2	5.70	Group 1	92.89
100.46	1 - 3	-0.68	Group 2	87.19
100.46	1 - 4	2.39	Group 3	93.57
100.46	2 - 3*	-6.39	Group 4	90.50
100.46	2 - 4*	-3.31		
100.46	3 - 4	3.07		
*p=.05		F=2.4		

As indicated by Table 12, the results of the analysis showed that Group 2 (couples who had taken the course but received no feedback) differed significantly ($p=.05$) from Group 3 (couples who had received feedback and were on a waiting list for a period of six weeks) and Group 4 (couples which had received no feedback and were also on a waiting list for a period of six weeks). Group 2 expected a significantly ($p=.05$) lower level of emotional intimacy than Group 3 or Group 4.

Correlations of Demographic Variables

As previously mentioned in the analysis section, a test for significant correlation between the demographic variables of age, education level, occupational level, months married, months known each other, monthly income, birth order, reaction of friends and family to plans to marry and where one has lived most of life, versus the PAIR perceived and expected levels of intimacy scores, conventionality score and the idealism score obtained on PREPARE was undertaken.

TABLE 13

CORRELATION OF DEMOGRAPHIC FACTORS WITH PAIR SCALES (P)

	Int (P)	Rec (P)	Co (P)
Age	.22*	--	--
Friends reaction to marriage	-.32***	-.20*	-.29***

Table 13 (cont'd.)

*p .05	Int = Intellectual
**p .01	Rec = Recreational
***p .001	Co = Coventionality (Idealism)
	Sx = Sexual
	P = Perceived level

As Table 13 shows there were significant ($p<.001$) correlations between friends reaction to the marriage and perceived levels of intimacy on intellectual, recreational and conventional scales. Age correlated significantly (p .001) with perceived intellectual levels of intimacy. The idealism score on PREPARE correlates significantly ($p<.001$) with the expected levels of intellectual, recreational and emotional levels of intimacy (Table 13). The most interesting correlation is the one between friends reaction to marriage and perceived levels of idealism in a couples relationship. The more positive the friends reaction, the lower the level of idealism perceived by the couple. (Table 14) ($p<.001$).

TABLE 14

CORRELATION OF IDEALISM (PREPARE)
WITH PAIR (E)

	Int(E) pre	Rec(E) pre	M(E) post
Idealism	.24*	.28**	.25*

*p .05	Int = Intellectual
**p .01	Rec = Recreational
	Em = Emotional
	E = Expected level

Evaluation Questionnaire

As mentioned previously a questionnaire (Appendix Q) was given to all the couples at the completion of their respective treatments. They were asked to rate on a scale of 1 to 5 how helpful they found the feedback from PREPARE or PAIR. The average rating of those who received feedback from PREPARE (Group 1 or Group 3) was 3.5 on a scale of 5. The average rating given by those who received feedback from PAIR (optional on part of 11 couples) was 3.8. Comments were made by the couples on PAIR and PREPARE as to their reactions to the feedback and the tests themselves. A sample of these comments is included in the Appendix (H, I).

Conclusions

In summary, the above findings suggest the following conclusions:

1) If a couple is given feedback on their relationship, it does not appear to have a significant ($p < .05$) effect on the level of idealism in their relationship. This is exemplified by Group 1 (couples who had received feedback prior to attending a premarital course for six weeks) and Group 3 (couples who had received feedback prior to a six week waiting period).

2) If no feedback is given to a couple on their relationship, then their level of idealism does not appear to change significantly ($p < .05$). This was demonstrated by Group 2 (couples who took a premarital course but received no feedback and were on a waiting list for six weeks) (Group 4).

3) The lower the level of idealism a couple has, the more positive will be friends' reaction ($p < .05$) to their marriage, as was suggested by the significant correlation between friends' reactions to marriage and perceived levels of idealism in a couple.

4) Couples found the feedback given to them helpful as shown by the positive ratings given to the PREPARE session and also the various comments indicating "it started us thinking" and as one couple put it "it starts some serious thinking even before the course begins."

CHAPTER V

DISCUSSION AND IMPLICATIONS

In Chapter V the results of this study are discussed both in terms of the research objective and in relation to some of the theoretical and practical issues in the area of premarital counseling. Following the discussion are some implications for further research and practical implications for premarital counseling.

Discussion

The main purpose of this research was to investigate the possible effects of feedback on idealism in premarital couples, namely, does feedback reduce a couple's level of idealism? If no feedback is given does the level of idealism in a couple change significantly? Does feedback if given prior to a premarital course enhance or change a couples perception of their relationship? Does feedback affect other areas of a relationship? Is feedback effective by itself or does it need to be coupled with other factors to affect idealism levels?

The present study indicates some answers to the questions stated above. The results of this study were interpreted using p .05 as the acceptable level of significance. Feedback was not shown to have a significant effect on a couple's level of idealism. If no feedback is given to a couple their level of idealism does not change significantly. No significant effect on a couple's idealism level was found if feedback was given to a couple prior to a premarital course. Interestingly the

couple's mean score on conventionality increased in value but not enough to be significant. The higher the conventionality score, the higher the level of idealism. The practice effect of taking the PAIR questionnaire twice in a short period of time could account for this slight increase. PAIR was used as the measurement of change, however, it could have generated some change in itself. Bass (1976) and Druckman (1979) have shown that just completing a questionnaire appears to alert the couples to various issues that they should or could discuss with each other. The feedback effect of PAIR on the couples could have had an effect on their idealism level as well as PREPARE.

Feedback was shown to affect other areas of a couple's relationship. A significant effect ($p < .05$) of feedback was that it appeared to alter several areas of intimacy levels on PAIR, namely emotional and recreational intimacy (Tables 10, 11, 12). There were significant differences between groups (1 and 2) and groups (1 and 4) on perceived level of emotional intimacy. Group 1 (feedback, course) had a significantly lower level of perceived emotional intimacy than Group 2 (course, no feedback) and Group 4 (no course, no feedback). On the recreational scale, Group 1 (course, feedback) had a higher level of expected recreational intimacy than Group 2 (course, no feedback), and Group 2 (course, no feedback) had a lower level of expected recreational intimacy than Group 3 (no course, feedback) and Group 4 (no course, no feedback).

It should be re-emphasized, however, that the purpose of feedback is to help a couple function more effectively in what Murstein (1970) calls the "role fit" stage where couples are becoming more aware of what they desire in a future mate and are comparing expectations and perceptions. Lederer and Jackson (1968) feel that "marriages break up more so by what spouses neglect to do." Giving feedback to couples appears to have shown that it tends to open up areas for discussion and lower expectation levels. If this is the case, the problematic issues of a relationship will be discussed and hopefully prevent unnecessary discord at a later date.

It appears that other factors must be involved in the feedback process as shown by the lack of overall significance obtained in this study. This could be mainly accounted for by the small number of couples in the group. An analysis carried out on the pretest data, PAIR, for all groups indicated no significant difference between the groups. The random samples were all similar at the start of the study. Without a larger sample it is hard to conclude with any assurance that either feedback does affect idealism levels or that idealism has a very non-fluctuating high level of existence in premarital couples. Perhaps there are other factors affecting the idealism level that were not taken into account in this study. One such factor that could account for some of the lack of significance is that couples had to enroll in the course if they wished to get married in the Catholic Church. This could have affected their attitude towards the course.

Taking part in the study, however, was optional.

The sample used in this study was also restrictive in that almost all of the couples (70 percent) were of the Catholic faith. The main reason given by most couples for not wishing to take part in the study was that "they didn't have the time to do so" or "did not want to take part." The percentage of couples who didn't show for the post-testing was only 14%. A larger sample of 50 couples in each group would serve to further clarify the question of the effects of feedback on idealism in this study.

Perhaps a reason for the lack of significant effect of feedback on idealism level is the "starry eyed" syndrome characteristic of premarital couples which Guldner (1971) suggests is difficult to change before marriage. He found that couples who had been married at least 6 months were more open to honest exploration of their relationship than those married for a lesser period of time. He feels time spent with couples at this stage (six months) is more productive than at the premarital stage.

The results of this study appear to enhance Guldner's (1971) findings. This study does not have conclusive evidence to indicate that PREPARE does or does not have an effect on a couples development.

It appears, however, that at the premarital stage couples are interested in examining their relationship. This is indicated by the fact that 80% of the couples took advantage of the opportunity to receive feedback from PAIR. Feedback on PAIR was an option given

to the couples who took part in the study. Another indication of the couples interest in their relationship is that in the initial pretesting sessions only one couple did not appear for their feedback results on PREPARE. Perhaps seeing the couples on an individual basis only and giving them feedback would have made a greater impact on their idealism levels.

The results of this research have not shown a significant effect of feedback on idealism in premarital couples. This could indicate that there are other factors present or other methods that could be used to affect a change in a couples idealism level at this stage of development. Perhaps idealism levels remain relatively constant during this premarital period and that no matter what method is used with premarital couples, modeling, feedback, process groups, individualized instruction, or premarital courses, no change occurs in their level of idealism until a later stage in their relationship.

One has to consider the possibility that other forms of premarital courses might produce more significant levels of change in a couples relationship than the present large group lecture system. Bader (1980) suggests a course in which the first five premarital sessions are held before the wedding and three sessions are scheduled after the wedding. Couples, he states, are more apt to deal with issues after marriage as they have already experienced various conflict situations. Bader (1980) also brings out other consideration and that is the size of the premarital groups. He considers six

couples a maximum for a course. The size of the active groups in the present study was ninety couples each. The advantage of smaller groups is that the couples can interact with each other and to discover that other couples are facing the same issues. It is important to note that engaged couples have a reduced "reference group" as they no longer fit the single and unattached group but yet do not quite fit in with the married couples group. Their main reference group is other engaged couples.

Another issue to consider is whether courses like the one in the present study offered over a long period of time (6-10 weeks) are more beneficial than an intensive weekend type of course where couples are exposed to the course information. Again, size is an important consideration as smaller groups of couples (six to ten) will probably result in more interaction than larger more impersonal groups. What should be taught during these courses and how? The present course had experts present information on various topics but with minimal interaction between couples or couples and the lecturer. Perhaps breaking into smaller groups with a discussion leader or just having smaller groups to begin with would be more beneficial to the couples. Another approach to premarital courses is to emphasize the teaching of communication skills in which couples learn how to interact and resolve conflict. Perhaps a couple's ability to resolve conflict situations at various stages of their relationship would be a better measure of change than idealism levels in a couple's relationship

development.

A possible course structure which incorporates most of the above suggestions is an intensive weekend workshop type course with a maximum of eight couples using a mini lecture method followed first by a group discussion then a couple discussion time. "Mini" lectures on such topics as financial, sexuality of marriage, communication, etc., would be presented by people knowledgeable in the field. This would follow with a group discussion period and the couples would then be given a period of time to discuss various issues related to their own relationship. Couples would be given worksheets on each topic presented which would outline several hypothetical conflict situations to resolve. A second component of this premarital package would be a follow-up weekend workshop using a similar format approximately six months after marriage to discuss issues couples chose as "agenda items". The "agenda" would be determined by the results of a questionnaire sent to the couples one month prior to the weekend workshop. The couples at the initial weekend and final weekend workshop would be pre and post tested on their ability to resolve hypothetical conflict situations presented to them. Assessment tools such as PREPARE and PAIR could also be considered for use in assessment. Couples would be given by a group leader individual feedback on their relationship during the weekend workshop.

Implications

Research Implications

1. A follow-up of these couples 6 months to 1 year later could be undertaken to evaluate couples level of relationship development.

Couples would be administered PAIR and a questionnaire to ascertain their marital status, their reaction to feedback and the premarital course, and other important factors which others have seen as important in their relationship development.

2. This study could be replicated using couples who are attending different types of premarital counseling sessions, such as individual or process type groups which are more participant oriented and less formal in structure.

Practical Implications

1. If PREPARE is used with a group of couples prior to taking a course, the feedback from their results could possibly help a course coordinator tailor make the course to fit the needs of the couple. In the present lecture type program, perhaps some sections could be optional as the couple has adequately covered the area. The couple would then see the course as meeting their needs in a more individual way.

2. The structure of the premarital course used in this study consisted of a lecture method with approximately 90 couples (n=180) present. Perhaps smaller groups with a trained group leader

enabling more couple interaction would have more effect on a couple's idealism level than the present course structure.

This research has shown that it is difficult to evaluate factors affecting change in a premarital couple's relationship development bearing out Guldner's (1971) comment that "Perhaps it could be said that most couples are too starry eyed to be very objective about evaluating their own feelings and the dynamics of the relationship as it exists and as it might be in the future" (p. 115).

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APPENDIX A

PREPARE TEST MATERIAL

PREPARE

Categories

I. Personal Issues

This category deals with an individual's awareness of and feelings about the personality characteristics of his/her partner. The items focus on such characteristics as humor, temper, moodiness, stubbornness, neatness and possessiveness. Personal behaviors related to affection, smoking, and drinking are also included. Moderately high scores in this category reflect adjustment to and approval of the partner's behavior and personality.

II. Relationship Expectations

This category deals with an individual's expectations about marriage, love, commitment, and relationship disagreements. The items attempt to measure the extent of realistic expectations and identifies specific unrealistic expectations held by either individual. In general, moderately high scores in this category reflect realistic expectations for the relationship.

III. Role Relationships

This category deals with an individual's beliefs and feelings about various marital and family roles. The items include occupational roles, household roles, sex roles, marital roles and parental roles. Moderately high scores reflect flexibility and satisfaction with expected tasks and roles in the relationship.

IV. Communication

This category is concerned with an individual's feelings, beliefs and style of communication in his/her relationship. The items focus on the ability to express feelings and beliefs, the ability to listen to one's partner, and the ability to respond appropriately. Moderately high scores reflect an awareness of communication skills and an ability to use them.

V. Conflict

This category deals with an individual's attitudes, feelings and approach to resolving conflict issues in his/her relationship. Moderately high scores reflect a realistic attitude toward conflict resolution.

VI. Financial Decision-making

This category deals with attitudes and concerns about the way finances are to be managed in the relationship. The items focus on saving and spending as well as the individual's approach to financial management. Moderate scores reflect satisfaction with financial management and realistic attitudes toward financial matters.

VII. Leisure-time Activities

This category deals with the individual's leisure time preferences and interests. Some items focus on the extent to which there is joint and individual activities. Moderately high scores reflect compatability and/or flexibility with the partner's leisure-time interests and preferences.

VIII. Sexual Relationship

This category focuses on an individual's feelings and concerns about the affectional and sexual relationship shared with his/her partner. Moderately high scores reflect positive attitudes toward affection and sexuality in marriage.

IX. Children and Marriage

This category deals with an individual's attitudes and feelings about having and raising children in the context of marriage. Moderately high scores reflect a realistic perception of parental roles and positive attitudes and feelings towards having children.

X. Family and Friends

This category focuses on feelings and concerns about relationships with relatives, in-laws, and friends. The items deal with the extent to which friends are shared and whether there are perceived problems with relatives and in-laws. Moderately high scores reflect comfortable in-law and friend relationships.

XI. Religion and Marriage

This category deals with an individual's attitudes, feelings and concerns about religious beliefs and practices in the context of marriage. The items focus on the meaning and importance of religion, the practice of religion, and involvement in church activities. Moderately high scores reflect a concern for the religious aspects of marriage.

Conventionality

This category focuses on the individual's tendency to present him/

herself in a highly favorable, but often in an exaggerated and idealistic way. High scores reflect the degree to which the individual responses are affected by the tendency to answer in socially desirable directions.

In order to reduce response bias due to the order of item presentation, content category items are randomly distributed throughout Prepare. All Prepare items are stated in the first person and require individuals to answer according to their personal perceptions about themselves, their partner and/or their relationship. The response format is scaled from strongly agree to strongly disagree (5 point range). An "undecided" response choice is also available so that no individual is forced to agree or disagree with extreme statements.

Three types of scores can be obtained from Prepare:

(1) A standardized percentile score,

(2) A revised score adjusted for the individual's degree of conventionality as measured by the conventionality scale,

(3) A couple percentage agreement score.

The percentile score which combines the advantages of a percentage score with the advantages of a standardized score, ranges from 0-100 with a mean of 50 and a standard deviation of 10. It is the percentile score which was used in the data analysis and will be reported here. The revised score, which adjusts percentile scores for the degree of conventionality, was not used in data analysis and will not be discussed further.

The couple percentage agreement score is the percentage of

agreement between the male and female partner on the 10 items in each category. Thus, the range is from 0-100 percent. If the couple disagreed on all 10 items, the agreement score would be zero, 80 if they agreed on 8 items and 100 if they agreed on all 10 items. In addition, an overall average agreement score is computed which identifies the couple percentage agreement for all 110 content category items.

Prepare Reliability Coefficients

Category Title	Test-Retest*	Internal Consistency I**	Internal Consistency II***	Items Changed in Prepare II***
Idealistic Distortion	.79	.87	.87	0
Personality Issues	.78	.72	.72	5
Realistic Expectations	.82	.66	.69	2
Equalitarian Roles	.83	.53	.63	4
Communication	.69	.62	.68	5
Conflict Resolution	.76	.47	.48	5
Financial Management	.81	.51	.63	5
Leisure Activities	.79	.49	.51	6
Sexual Relationship	.64	.30	.48	5
Children	.74	.36	.70	6
Family and Friends	.73	.67	.67	2
Religious Orientation	.93	.75	.84	4

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MINNEAPOLIS, MN 55440
U.S.A.

DEVELOPED BY -David H. Olson, PH.D.
DAVID G. FOURNIER, PH.D.
JONA M. DRUCKMAN, PH.D.

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PREPARE II

PREPARE was designed to help you learn more about yourself, your partner and your relationship. PREPARE can identify some of the strengths in your relationship and problematic issues for you to discuss with your partner.

PREPARE results are *not* intended to predict your chances for marital success or to determine when or whether you should be married.

PREPARE is *not* a test and there are no "right" or "wrong" answers. Please answer all questions according to *your* point of view. The usefulness of PREPARE depends upon your willingness to respond fully and honestly.

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RESPONSE CHOICES

1. Strongly Agree 2. Moderately Agree 3. Neither Agree nor Disagree 4. Moderately Disagree 5. Strongly Disagree

1. I sometimes feel pressured to participate in activities that my partner enjoys.
2. It is very easy for me to express all my true feelings to my partner.
3. It is hard for me to have complete faith in some of the accepted practices of our religion.
4. In order to end an argument, I usually give in.
5. I am satisfied with how we have defined the responsibilities of a father in raising children.
6. When we are having a problem, my partner often gives me the silent treatment.
7. Some relatives or friends have reservations about our marriage.
8. There are times when I am bothered by my partner's jealousy.
9. I am completely satisfied with the amount of affection my partner gives me.
10. I would not seek help from a professional even if we had serious marital problems.
11. Religion should have the same meaning for both of us.
12. I believe the woman's place is basically in the home.
13. Sometimes I am concerned about my partner's temper.
14. I believe there is only one person in this world to whom I could be happily married.
15. I would be willing to try almost any sexual activities my partner would like to do.
16. Sometimes I wish my partner was more careful in spending money.
17. My partner does not seem to have enough time or energy for recreation with me.
18. I'd rather do almost anything than spend an evening by myself.
19. I think we will never have problems in our marriage.
20. After looking at our combined incomes, we have changed our minds about how much money we can spend.

RESPONSE CHOICES

1. Strongly Agree 2. Moderately Agree 3. Neither Agree nor Disagree 4. Moderately Disagree 5. Strongly Disagree

21. We are as well adjusted as any two persons in this world can be.
22. Continuing to search out and share religious beliefs is necessary for me to have a growing relationship.
23. If both of us are working, we should equally share the household responsibilities.
24. At times I am concerned that my partner appears to be unhappy and withdrawn.
25. Sexual activities come naturally for me and do not need to be discussed in detail.
26. We have not yet decided how to handle the finances.
27. Sometimes my family does not accept me as an adult.
28. I have fewer outside interests or hobbies than my partner.
29. It is more important that the husband be satisfied with his job because his income is more important to the family.
30. I wish my partner would smoke and/or drink less.
31. My partner and I do not seem to enjoy the same type of parties.
32. Most problems experienced between my partner and I will be resolved simply by the passage of time.
33. My idea of a good time is different than my partner's.
34. My partner and I understand each other completely.
35. I think having children will dramatically change the way we live.
36. Increasing the amount of time together will automatically improve our relationship.
37. At times I am uncomfortable with the way my partner touches me in public.
38. I am satisfied with our decisions about how much we should save.
39. If my partner has any faults, I am not aware of them.
40. My partner sometimes makes comments which put me down.

RESPONSE CHOICES

1. Strongly Agree 2. Moderately Agree 3. Neither Agree nor Disagree 4. Moderately Disagree 5. Strongly Disagree

41. It is easy and comfortable for me to talk with my partner about sexual issues.
42. My partner completely understands and sympathizes with my every mood.
43. In our marriage, the wife should be more willing and able to adjust than the husband.
44. When we are with others, I am sometimes upset with my partner's behavior.
45. We have figured out exactly what our financial position will be after we marry.
46. It is not important to include a religious aspect in the committment I make to my partner.
47. I am unsure about the best method of birth control for us.
48. I think my partner is too involved with his/her family.
49. Every new thing I have learned about my partner has pleased me.
50. We agree on the number of children we would like to have.
51. We have decided to keep records of our spending so we can budget our money.
52. I expect my partner to meet almost all of my needs for security, support and closeness.
53. There is nothing that could happen that would cause me to question my love for my partner.
54. There are times when I do not feel a great deal of love and affection for my partner.
55. Even if the wife works outside the home, she should still be responsible for running the household.
56. My partner and I disagree about how to put our religious beliefs into practice.
57. I feel very uncomfortable with some of my future in-laws.
58. When we are having a problem, I can always tell my partner what is bothering me.
59. After we have children, we will have less time for each other.
60. My partner and I agree on the kind of honeymoon/vacations we enjoy.

RESPONSE CHOICES

1. Strongly Agree 2. Moderately Agree 3. Neither Agree nor Disagree 4. Moderately Disagree 5. Strongly Disagree

61. In our marriage, the husband will be the head of our household.
62. It is important for me to try different sexual techniques with my partner.
63. I don't think any couple could live together with greater harmony than my partner and I.
64. My relationship is not a perfect success.
65. The husband's occupation should be first priority in determining where we live.
66. It seems like when there is a problem in our relationship, I am always the one who wants to discuss it.
67. I have shared all my feelings about having children with my partner.
68. I don't think anyone could possibly be happier than my partner and I when we are with one another.
69. I am sometimes reluctant to be affectionate with my partner because it is often interpreted as a sexual advance.
70. I have some needs that are not being met by my relationship.
71. Sometimes we have serious disputes over unimportant issues.
72. I am concerned that my partner and I don't spend enough of our leisure time together.
73. There are times when my partner does things that make me unhappy.
74. I go out of my way to avoid conflict with my partner.
75. It is important for me to explore the spiritual aspects of our relationship through praying together.
76. I believe that our marriage means active involvement in our religion.
77. If every person in the world of the opposite sex had been available and willing to marry me, I could not have made a better choice.
78. It bothers me that my partner is often late.
79. I sometimes feel our arguments go on and on and never seem to get resolved.
80. In our marriage, the wife will have almost all of the responsibilities for child rearing.

RESPONSE CHOICES

1. Strongly Agree 2. Moderately Agree 3. Neither Agree nor Disagree 4. Moderately Disagree 5. Strongly Disagree

81. I should know what my partner is feeling without being told.
82. After marriage, it will be easier to change those things about my partner I don't like.
83. To avoid hurting my partner's feelings during an argument, I would rather not say anything.
84. I do not seem to have much fun unless I am with my partner.
85. I am very happy with how we have decided to handle our financial matters.
86. Sometimes I do not like the amount of time my partner spends with friends.
87. My relationship could be happier than it is.
88. I believe that I have already learned everything there is to know about my partner.
89. In loving my partner, I feel that I am beginning to better understand the concept that God is love.
90. I am worried that accepting financial assistance or advice from our families will present a problem for us.
91. I am very satisfied with how my partner and I talk with each other.
92. I am worried that one of our families may cause troubles in our marriage.
93. We do have a general plan for how much money we can spend each month.
94. I feel pressured by my partner, parents, and/or friends to have children.
95. Sometimes I have difficulty dealing with my partner's moodiness.
96. I usually feel that my partner does not take our disagreements seriously.
97. In our marriage, the husband should have the final word in most of the important decisions in the family.
98. I do not always share negative feelings with my partner because I am afraid she/he will get angry.
99. I expect that some romantic love will fade in my marriage.
100. My partner and I disagree about some of the teachings of our religion.

RESPONSE CHOICES

1. Strongly Agree 2. Moderately Agree 3. Neither Agree nor Disagree 4. Moderately Disagree 5. Strongly Disagree

101. My partner and I are united by our religious faith.
102. We agree on the values and goals that we want for our children.
103. I am very comfortable with all of my partner's friends.
104. I have never regretted my relationship with my partner, not even for a moment.
105. My partner has all of the qualities I've always wanted in a mate.
106. Sometimes I am concerned that my partner's interest in sex is not the same as mine.
107. I am satisifed with our decisions regarding birth control.
108. I am uncomfortable when my partner spends time with friends of the opposite sex.
109. My partner is always a good listener.
110. I am concerned about who will be responsible for the money.
111. Sometimes I am concerned that my partner will want me to do things sexual that I do not enjoy.
112. When we argue, I usually end up feeling responsible for the problem.
113. I believe that most difficulties experienced before marriage will fade once we are married.
114. I believe we should spend all our free time together.
115. At times I think my partner depends on me too much.
116. If she wants to, the wife will be encouraged to work outside the home.
117. My partner's ideas about discipline of our children might be different than mine.
118. I am sometimes afraid to ask my partner for what I want.
119. One of us has unpaid bills which causes me concern.
120. Sometimes I have trouble believing everything my partner tells me.

continued on next page

RESPONSE CHOICES

1. Strongly Agree	2. Moderately Agree	3. Neither Agree nor Disagree	4. Moderately Disagree	5. Strongly Disagree

121. My partner likes all of my friends.
122. My partner and I disagree on the religious education for our children.
123. I am satisfied with how we have defined the responsibilities of a mother in raising children.
124. When discussing problems, I usually feel like my partner is trying to force me to change.
125. Sometimes my partner is too stubborn.

THANK YOU FOR YOUR COOPERATION.

WISHING YOU A HAPPY AND SUCCESSFUL MARRIAGE.

DEVELOPED BY:
David H. Olson, Ph.D.
David G. Fournier, Ph.D.
Joan M. Druckman, Ph.D.

PREPARE, INC.
P.O. Box 190
Minneapolis, MN
55440

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EXAMPLE

WRONG 1

WRONG 2

WRONG 3

RIGHT 4

INSTRUCTIONS FOR PREPARE

1. Use only No. 2 pencil.
2. Clearly darken each answer (see example).
3. Be careful not to make stray marks on answer sheet.
4. Do not wrinkle or staple this sheet.
5. Erase all corrections thoroughly.
6. Make sure your answers correspond to the number in the booklet.
7. Read each item carefully, marking your answer according to the response choices listed below.
8. Check to see that you have an answer to each question.

1	21	41	61	81	101
2	22	42	62	82	102
3	23	43	63	83	103
4	24	44	64	84	104
5	25	45	65	85	105

FOLD HERE

6	26	46	66	86	106
7	27	47	67	87	107
8	28	48	68	88	108
9	29	49	69	89	109
10	30	50	70	90	110
11	31	51	71	91	111
12	32	52	72	92	112
13	33	53	73	93	113
14	34	54	74	94	114
15	35	55	75	95	115

FOLD HERE

16	36	56	76	96	116
17	37	57	77	97	117
18	38	58	78	98	118
19	39	59	79	99	119
20	40	60	80	100	120
					121
					122
					123
					124
					125

RESPONSE CHOICES

1 = STRONGLY AGREE | 2 = MODERATELY AGREE | 3 = NEITHER AGREE NOR DISAGREE | 4 = MODERATELY DISAGREE | 5 = STRONGLY DISAGREE

CHECK ALL ERASURES. THANKS.

NCS Trans Optic 08-9429-321

SAMPLE PRINT OUT B

P R E P A R E I I

PREMARITAL PERSONAL AND RELATIONSHIP EVALUATION

DAVID H. OLSON, PH.D.
DAVID G. FOURNIER, PH.D.
JOAN M. DRUCKMAN, PH.D.

PREPARE INC.
PO BOX 190
MPLS MN 55440

****
COUPLE NUMBER 222 GROUP NUMBER 55440- 3 DATE 80/04/02.
****

PREPARE IS AN INSTRUMENT WHICH CAN IDENTIFY A NUMBER OF PERSONAL AND RELATIONSHIP ISSUES THAT COUPLES CAN USE TO STIMULATE DISCUSSION AND INCREASE THEIR AWARENESS. HIGH AND LOW PREPARE SCORES ARE -NOT- INTENDED TO PREDICT CHANCES FOR SUCCESS IN MARRIAGE OR TO DETERMINE WHEN A COUPLE IS READY TO MARRY. THE COUNSELOR, CLERGY OR CONSULTANT SHOULD REGARD -PREPARE- AS A -TOOL- FOR HELPING COUPLES MAKE DECISIONS ABOUT THEIR OWN READINESS FOR MARRIAGE.

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PROFILE ANALYSIS

PREPARE CATEGORY SCORES

THIS PROFILE ANALYSIS IS TAKEN FROM THE SUMMARY ANALYSIS ON THE PREVIOUS PAGE AND INCLUDES ONLY THE REVISED AND POSITIVE AGREEMENT SCORES. THIS PROFILE ANALYSIS IS DESIGNED TO HELP YOU IDENTIFY RELATIONSHIP STRENGTHS AND PROBLEM AREAS. SUGGESTIONS FOR IDENTIFYING STRENGTHS AND PROBLEM CATEGORIES ARE DESCRIBED ON PAGE 52 OF THE COUNSELOR'S MANUAL.

	REVISED SCORES	POSITIVE COUPLE AGREEMENT
	0---10---20---30---40---50---60---70---80---90---100	
REALISTIC EXPECTATIONS	MMMMMMMMM 16 FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF 80	10
PERSONALITY ISSUES	MMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMM 70 FFFFF 10	20
EQUALITARIAN ROLES	MMMMM 10 FFFFF 10	20
COMMUNICATION	MMMMMMMMMMMMMMMMMMMMMMMMMMMMMM 60 FFFFFFFF 17	50
CONFLICT RESOLUTION	MMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMM 75 FFFFFFF 14	30
FINANCIAL MANAGEMENT	MMMMMMMMMM 23 FFFFFFFFFFFFFFFF 34	40
LEISURE ACTIVITIES	MMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMM 91 FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF 74	70
SEXUAL RELATIONSHIP	MMMMMMMMMMMMMMMMMMMM 42 FFFFFFFFFFFFFFFFFFFF 44	40
CHILDREN AND MARRIAGE	MMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMMM 81 FFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFFF 85	60
FAMILY AND FRIENDS	MMMMMMMMMMMMMMMMMMMMMMMMMMMM 58 FFFFFFFFFFFFFFFFFFFFFFFFFF 57	60
RELIGIOUS ORIENTATION	MMMMM 10 FFFFF 10	30
	0---10---20---30---40---50---60---70---80---90---100	

COUPLE FEEDBACK FORM

This is a Feedback Form that you may use as a Worksheet during the feedback session. You may keep this for enhancing your relationship. Follow these steps in completing this form:

1. Look at the 11 PREPARE Categories.
2. Select three (3) categories where you have considerable agreement with your partner. Put a plus sign (+) across from those categories in the Relationship Strengths column.
3. Select three (3) categories where you might have some disagreements or conflict. Put a minus sign (–) across from those categories in the Problem Areas category.
4. The clergy-counselor will share with you the PREPARE Results and you can mark those in that column. You may also take NOTES at the bottom of the page.

PREPARE CATEGORIES	RELATIONSHIP STRENGTHS	PROBLEM AREAS	PREPARE RESULTS
REALISTIC EXPECTATIONS	____	____	____
PERSONALITY ISSUES	____	____	____
EQUALITARIAN ROLES	____	____	____
COMMUNICATION	____	____	____
CONFLICT RESOLUTION	____	____	____
FINANCIAL MANAGEMENT	____	____	____
LEISURE ACTIVITIES	____	____	____
SEXUAL RELATIONSHIP	____	____	____
CHILDREN AND MARRIAGE	____	____	____
FAMILY AND FRIENDS	____	____	____
RELIGIOUS ORIENTATION	____	____	____

NOTES: _____

_____

_____

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WISHING YOU A SUCCESSFUL MARRIAGE!

Sample Based on Print Out B

PREPARE COUNSELOR FEEDBACK FORM

PLEASE READ OTHER SIDE OF THIS SHEET FOR INSTRUCTIONS

Couple number 222 **Couple Name:** _____

Date of Feedback Session: _____

PREPARE CATEGORIES	Relationship Strengths	Problem Areas
Realistic Expectations		−
Personality Issues		−
Equalitarian Roles	+	
Communication		−
Conflict Resolution		−
Financial Management		
Leisure Activities	+	
Sexual Relationship		
Children and Marriage	+	
Family and Friends	+	
Religious Orientation		

First, select 3 areas of **Strength** and put a plus sign (+) across from those categories in the **Relationship Strengths** column.

Second, select 3 areas that are **Problematic** and put a minus sign (-) across from those categories in the **Problem Areas** column.

You should not record the actual scores from the computer or give the scores to the couple.

RELATIONSHIP STRENGTHS:

Categories

Meaning of High Scores
(See Brief Category Descriptions)

1. Leisure Activities — Flexibility, Satisfaction, Both individual and mutual interests
2. Family and Friends — Supportive relationships with parents, in-laws, and friends
3. Equalitarian Roles — Harmony in seeing their roles from a traditional perspective

PROBLEM AREAS:

Categories

List Items from
ISSUES FOR DISCUSSION SECTION

1. Realistic Expectations
   - Meaning: Male has unrealistic expectations about what a marital relationship involves
   - Item: (36) He feels increasing time together will automatically improve relationship
   - Item: (52) He expects her to meet all his needs for security, support & closeness
2. Personality Issues
   - Meaning: He has positive perception of her behavior and personality characteristics whereas she has negative perception of his behavior.
   - Item: She is bothered by his jealousy (8), temper (113), dependency (115), stubbornness (125
   - Item: He does not perceive any of the above issues with her.
3. Conflict Resolution
   - Meaning: He indicates satisfaction with the way they resolve conflict whereas she indicates lack of satisfaction.
   - Item: (71) She feels they have serious disputes over unimportant issues
   - Item: (83) To avoid hurting his feelings during an argument, she would rather not say anything

THEMES & PATTERNS

List Items from
ISSUES FROM DISCUSSION SECTION

1. Satisfaction (Authoritarian Male) — He is satisfied but she is not satisfied in how they perceive each others behavior, how they resolve conflict and how they communicate.
2. External Internal Support Systems — **External** (Traditional) strengths in Leisure Activities, Family and Friends and Harmony in traditional role perspective.

Internal - Problems with Personality Issues and Conflict Resolution. Also problems with communication. Items 26 & 40 indicate she has difficulties in communicating feelings while he gives her the "silent treatment" and makes comments which put her down.

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Side 2

I. Realistic Expectations

This category assesses the rational quality of an individual's expectations about marriage, love, commitment and relationship conflicts. The intent of these items is to ascertain the degree to which expectations about marriage relationships are realistic and grounded in objective reflection. Low scores would suggest that individuals are too romantic or idealistic in their perception of marriage. In general, moderately high scores in this category reflect realistic expectations about relationship issues.

II. Personality Issues

This category assesses an individual's perception of the personality characteristics of their partner and the level of satisfaction or dissatisfaction with that perception. Items focus on traits such as sense of humor, temper, moodiness, stubbornness, jealousy and possessiveness. Personal behaviors related to demonstration of affection, smoking and drinking are also included. Moderately high scores in this category are intended to reflect personal adjustment to partner and approval of partners behavior.

III. Equalitarian Roles

This category assesses an individual's beliefs and feelings about various marital and family roles. Items include occupational roles, household roles, sex roles and parental roles. Individuals respond to these questions and reveal information about their satisfaction with assuming particular role behaviors. There is an implied bias in the

scale toward equalitarian versus traditional role behaviors. For this reason, moderately high scores would reflect flexibility and satisfaction with equalitarian role positions. Moderately low scores would reflect a more traditional role position and may or may not be problematic for the couples.

IV. Communication

This category is concerned with an individual's feelings, beliefs, and attitudes toward the role of communication in the maintenance of marital relationships. Items focus on the ability of respondents to express important emotions and beliefs, the ability to listen to one's partner, the ability to respond appropriately in certain situations and on the style or pattern of communication that exists between partners. Moderately high scores reflect an awareness of the communication skills necessary to maintain a relationship and an ability to use them.

V. Conflict Resolution

This category assesses an individual's attitudes, feelings and beliefs toward the existence and resolution of conflict in relationships. Items pertain to strategies used to end arguments, satisfaction with the way problems are resolved and the openness of relationship partners to recognize and resolve issues. Moderately high scores reflect realistic attitudes about the probability of relationship conflicts and satisfaction with the way most problems are handled.

VI. Financial Management

This category focuses on attitudes and concerns about the way

economics are to be managed in the family. Items assess the tendencies of individuals to be spenders or savers, the care in which financial decisions on major purchases are made, and decisions regarding the person or persons who will be in charge of specific financial matters. Satisfaction with economic status and responsibility for money management is indirectly assessed. Moderately high scores reflect satisfaction with financial management and realistic attitudes toward financial matters.

VII. Leisure Activities

This category assesses each individual's preferences for spending free time. Items reflect social versus personal activities, active versus passive interests, shared versus individual preferences and expectations as to whether leisure time should be spent together or balanced between separate and joint activities. Moderately high scores reflect compatibility, flexibility and/or consensus about the use of leisure leisure time activities.

VIII. Sexual Relationship

This category assesses individual feelings and concerns about the affectional and sexual relationship with their partner. Items reflect satisfaction with expressions of affection, level of comfort in discussion of sexual issues, attitudes toward sexual behavior and intercourse, birth control decisions and feelings about sexual fidelity. Moderately high scores reflect satisfaction with affectional expressions and a positive attitude about the role of sexuality in marriage.

IX. Children and Marriage

This category assesses individual attitudes and feelings about having and raising children. Specific items reflect a couple's awareness of the impact of children on the marriage relationship, satisfaction with roles of father and mother in child rearing, compatibility in philosophy toward discipline of children and shared values and goals and motivations for deciding to have children. Moderately high scores reflect a realistic perception of parental roles and consensus in attitudes and feelings in regard to the decision to have children.

X. Family and Friends

This category assesses feelings and concerns about relationships with relatives, in-laws and friends. Items reflect attitudes of friends and relatives toward the marriage, perceived differences in the backgrounds of the families, comfort in the presence of each other's family and friends and perceptions of the situation as either potentially conflicted or satisfactory. Moderately high scores reflect comfortable family and friend relationships and the ability to assume adult roles outside the original family.

XI. Religious Orientation

This category assesses an individual's attitudes, feelings and concerns about the meaning of religious beliefs and practices within the context of marriage. Items focus on the meaning and importance of religion, involvements in church activities and the expected role that religious beliefs will have in the marriage. Moderately high

scores reflect a more traditional view that religion is an extremely important component to marriage. Moderately low scores reflect a more individualistic and less traditional interpretation of the role of religion.

APPENDIX B

PAIR TEST MATERIAL

PAIR

Validity and Reliability

Reliability testing of PAIR consisted of a split-half method of analysis. Below are the Cronbach Alpha Reliability coefficients. All of the six scales have coefficients of at least .70.

Cronbachs Alpha for each PAIR Subscale	
Emotional	.75
Social	.71
Sexual	.77
Intellectual	.70
Recreational	.70
Conventionality	.80

The original sample used in standardizing of PAIR was 192 non-clinical couples (n=384). A second study by Schaeffer (1978) used 225 couples in the sample (n=500). Instruments used in the evaluation included the Locke-Wallace Marital Adjustment Scale (Locke and Wallace, 1959), an adapted version of one of Jourard's "Self Disclosure" Scales (Jourard, 1964), an "Empathy" Scale developed by Traux and Carkhoff (Truax and Carkhoff, 1967, 1969) and six of the Moos ten "Family Environment Scales" (Moos and Moss, 1976), and a background form.

PAIR was analyzed for its ability to discriminate and converge with other variables in an expected fashion. To do this, Pearson

Correlation Coefficients were obtained to test post hoc hypotheses. The most obvious hypothesis is that those couples who in general receive high scores on the Locke-Wallace Marital Adjustment Scale should also have rather high perceived scores on the PAIR, in that the tendency to describe one's relationship as presently being intimate is presumed to be associated with the tendency to be maritally adjusted. Table 2 lists the Pearson Correlation Coefficients for the Locke-Wallace with each PAIR subscale tabulated in various ways.

Both an item analysis and factor analysis were conducted to test for adequacy of the items and the scales. Of the ten items in each intimacy scale and the 15 items in the conventionality scale, only those that met the item analysis criteria remained. Those items having a frequency split in responses closest to 50% - 50% were considered the best discriminators. Secondly, the items had to correlate higher with their own a priori scale than with other scales. And thirdly, the items had to have a sufficiently high factor loading. Using the same method and criteria of factor analysis described in phase one and simultaneously using the information from the item analysis, six items were ultimately selected for each scale, including the conventionality scale. Six items were chosen because they not only had the best results on the factor and item analysis, but also because the PAIR was intended to be as short as possible for quicker administration and scoring. Table 1 lists the final items with their factor loadings and distributions.

Table 1

Pair Item and Factor Analysis by Each Subscale (n=386)

		Direction	Factor Loading	Mean	SD	Freq Split
I.	Emotional Intimacy					
1.	My partner listens to me when I need someone to talk to.	(+)	.48(II)	3.33	1.38	37-53
7.	I can state my feelings without him/her getting defensive.	(+)	.48(II)	2.90	1.17	50-39
13.	I often feel distant from my partner.	(-)	.58(II)	2.69	1.29	58-34
19.	My partner can really understand my hurts and joys.	(+)	.52(II)	3.38	1.28	32-58
25.	I feel neglected at times by my partner.	(-)	.46(II)	2.52	1.28	67-26
31.	I sometimes feel lonely when we're together.	(-)	.41(II)	2.90	1.33	54-37
II.	Social Intimacy					
2.	We enjoy spending time with other couples.	(+)	.55(IV)	3.90	1.23	19-73
8.	We usually "keep to ourselves".	(-)	.53(IV)	3.37	1.31	34-55
14.	We have very few friends in common.	(-)	.53(IV)	3.76	1.33	25-67
20.	Having time together with friends is an important part of our shared activities.	(+)	.63(IV)	3.76	1.24	23-69
26.	Many of my partner's closest friends are also my closest friends.	(+)	.39(IV)	3.54	1.36	29-62
32.	My partner disapproves of some of my friends.	(-)	.21(IV)	3.7	1.35	28-62
III.	Sexual Intimacy					
3.	I am satisfied with our sex life.	(+)	.78(III)	3.12	1.42	43-46
9.	I feel our sexual activity is just routine.	(-)	.57(III)	3.19	1.37	41-46

	Direction	Factor Loading	Mean	SD	Freq Split
III. Sexual Intimacy (cont'd.)					
15. I am able to tell my partner when I want sexual intercourse.	(+)	.38(III)	3.73	1.32	23-70
21. I "hold back" my sexual interest because my partner makes me feel uncomfortable.	(-)	.65(III)	3.63	1.41	30-61
27. Sexual expression is an essential part of our relationship.	(+)	.47(III)	3.52	1.26	26-60
33. My partner seems disinterested in sex.	(-)	.56(III)	3.78	1.39	25-65
IV. Intellectual Intimacy					
4. My partner helps me clarify my thoughts.	(+)	.32(II)	3.23	1.30	33-52
10. When it comes to having a serious discussion it seems that we have little in common.	(-)	.45(II)	3.26	1.38	40-52
16. I feel "put-down" in a serious conversation with my partner.	(-)	.65(II)	3.46	1.38	33.56
22. I feel it is useless to discuss some things with my partner.	(-)	.63(II)	2.67	1.40	60-31
28. My partner frequently tries to change my ideas.	(-)	.47(II)	3.20	1.25	37-51
34. We have an endless number of things to talk about.	(+)	.57(V)			
V. Recreational Intimacy					
5. We enjoy the same recreational activities.	(+)	.49(VII)	3.24	1.33	40-52
11. I share in very few of my partner's interests.	(-)	.40(VII)	3.17	1.29	40-40
17. We like playing together.	(+)	.34(VII)	3.78	1.13	18-68
23. We enjoy the out-of-doors together.	(+)	.56(VIII)	3.60	1.21	24-69
29. We seldom find time to do fun things together.	(-)	.28(VII)	3.06	1.40	45-48

V. Recreational Intimacy (cont'd.)	Direction	Factor Loading	Mean	SD	Freq Split
35. I think that we share some of the same interests.	(+)	.48(VII)	3.91	1.06	14-80
VI. Spiritual Intimacy (Not in final revision)*					
A. My partner and I are united by our faith.	(+)	.72(I)	3.28	1.46	34-52
B. I think that our perceptions of God are basically the same.	(+)	.63(I)	3.85	1.25	18-71
C. I feel close to my partner when we're in worship.	(+)	.66(I)	3.43	1.25	24-56
D. I like worshipping with my partner.	(+)	.69(I)	4.11	1.11	10-75
E. We share the same religious beliefs.	(+)	.71(I)	4.02	1.35	18-73
F. I'm aware of God's presence in our relationship.	(+)	.64(I)	3.58	1.3	23-59

*Scale dropped due to failure to meet validity tests.

VII. Conventionality Scale	Direction	Factor** Loading	Mean	SD	Freq Split
6. My partner has all the qualities I've ever wanted in a mate.	(+)	.55(I)	3.20	1.24	38-52
12. There are times when I do not feel a great deal of love and affection for my partner.	(-)	.60(I)	2.55	1.28	67-27
18. Every new thing that I have learned about my partner has pleased me.	(+)	.60(I)	2.66	1.19	57-29
24. My partner and I understand each other completely.	(+)	.59(I)	2.38	1.20	62-26
30. I don't think anyone could possibly be happier than my partner and I when we are with one another.	(+)	.66(I)	2.70	1.25	53-33
36. I have some needs that are not being met by my relationship.	(-)	.57(I)	2.16	1.13	76-14

**An additional factor analysis was conducted for this scale, wherein the conventionality scale was included with the other PAIR scales. The other factor loadings represent a factor analysis of all PAIR scales without the conventionality scale.

Table 2

Pearson Correlation Coefficients, PAIR Perceived Scores with Locke-Wallace Marital Adjustment Scale, Truax and Carkhoff Empathy Scale, and Jourard's Self-disclosure (adapted)

PAIR Subscales	Marital Adjustment Husband	Wife	(couple)	All individuals	Empathy (couple)	Self-Disclosure (couple)
Emotional	.47	.57	(.62)	60	NS	.27
Social	.38	.44	(.48)	.46	NS	.13*
Sexual	.34	.36	(.41)	.44	NS	.13*
Intellectual	.51	.55	(.61)	.61	NS	.31
Recreational	.51	.51	(.59)	.57	NS	.27
Spiritual	.25	.29	(.30)	.36	-.12*	NS

*p .01. All other scores p .001.

(couple) = mean couple scores computed by (Husband's Perceived and Wife's Perceived)* .5

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TITLE PAIR ITEM BOOKLET, BY DAVID H. OLSON, PH.D.
MARK T. SCHAEFER, PH.D.

AVAILABLE FROM - FAMILY SOCIAL SCIENCE
290 McNEAL HALL
UNIVERSITY OF MINNESOTA
ST. PAUL, MINNESOTA 55108
U.S.A.

PAIR

ITEM BOOKLET

By
David H. Olson, Ph.D.
Mark T. Schaefer, Ph.D.

FAMILY SOCIAL SCIENCE 290 McNeal Hall, University of Minnesota, St. Paul, Minnesota 55108

INSTRUCTIONS: This Inventory is used to measure different kinds of "intimacy" in your relationship. You are to indicate your response to each statement by using the following five point scale.

0	1	2	3	4
Strongly Disagree	Somewhat Disagree	Neutral	Somewhat Agree	Strongly Agree

There are two steps to the Inventory. In Part I you are to respond in the way you feel about the item at present. Use Step One of the ANSWER SHEET for this step. It is labeled "How it is Now."

In the second step you are to respond according to the way you would like it to be, that is, if you could have your relationship be any way that you may want it to be. Use Step Two for this step. It is labeled "How I would like it to be." There are no right or wrong answers.

Respond to all the items in Step One before proceeding to Step Two.

****

0 Strongly Disagree	1 Somewhat Disagree	2 Neutral	3 Somewhat Agree	4 Strongly Agree

1. My partner listens to me when I need someone to talk to.
2. We enjoy spending time with other couples.
3. I am satisfied with our sex life.
4. My partner helps me clarify my thoughts.
5. We enjoy the same recreational activities.
6. My partner has all of the qualities I've always wanted in a mate.
7. I can state my feelings without him/her getting defensive.
8. We usually "keep to ourselves."
9. I feel our sexual activity is just routine.
10. When it comes to having a serious discussion, it seems we have little in common.
11. I share in few of my partner's interests.
12. There are times when I do not feel a great deal of love and affection for my partner.
13. I often feel distant from my partner.
14. We have few friends in common.
15. I am able to tell my partner when I want sexual intercourse.
16. I feel "put-down" in a serious conversation with my partner.
17. We like playing together.
18. Every new thing I have learned about my partner has pleased me.
19. My partner can really understand my hurts and joys.
20. Having time together with friends is an important part of our shared activities.

0 Strongly Disagree	1 Somewhat Disagree	2 Neutral	3 Somewhat Agree	4 Strongly Agree

21. I "hold back" my sexual interest because my partner makes me feel uncomfortable.

22. I feel it is useless to discuss some things with my partner.

23. We enjoy the out-of-doors together.

24. My partner and I understand each other completely.

25. I feel neglected at times by my partner.

26. Many of my partner's closest friends are also my closest friends.

27. Sexual expression is an essential part of our relationship.

28. My partner frequently tries to change my ideas.

29. We seldom find time to do fun things together.

30. I don't think anyone could possibly be happier than my partner and I when we are with one another.

31. I sometimes feel lonely when we're together.

32. My partner disapproves of some of my friends.

33. My partner seems disinterested in sex.

34. We have an endless number of things to talk about.

35. I feel we share some of the same interests.

36. I have some needs that are not being met by my relationship.

PAIR ANSWER SHEET

By David H. Olson and Mark T. Schaefer

COUPLE NUMBER:	GROUP NUMBER:	PRE____ POST__	DATE:
YOUR NAME:		AGE:	MALE____ FEMALE____
PARTNER'S NAME:		COUNSELOR:	

INSTRUCTIONS: In Part I, use the answer grid on the left side of the page, labeled "1". In Part II use the grid on the right side, labeled "2". Please respond to every item, using the five point scale at the top of each page.

1 **"How it is NOW"**

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	25	27	28	29	30
31	32	33	34	35	36

2 **"How I would LIKE it to be"**

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	25	27	28	29	30
31	32	33	34	35	36

PLEASE NO NOT MARK BELOW THIS LINE

	Em	So	Sx	Int	Rec	Co	
PRS =							
x4 =							= SUM 1
NRS =	○	○	○	○	○	○	
Y =	12	12	12	16	8	8	
Y-NRS =	○	○	○	○	○	○	
x4 =	○	○	○	○	○	○	= SUM 2
SUM 1 =							
+ SUM 2 =							

P-SCORE TOTALS

	Em	So	Sx	Int	Rec	
PRS =						
x4 =						= SUM 1
NRS =	○	○	○	○	○	
Y =	12	12	12	16	8	
Y-NRS =	○	○	○	○	○	
x4 =	○	○	○	○	○	= SUM 2

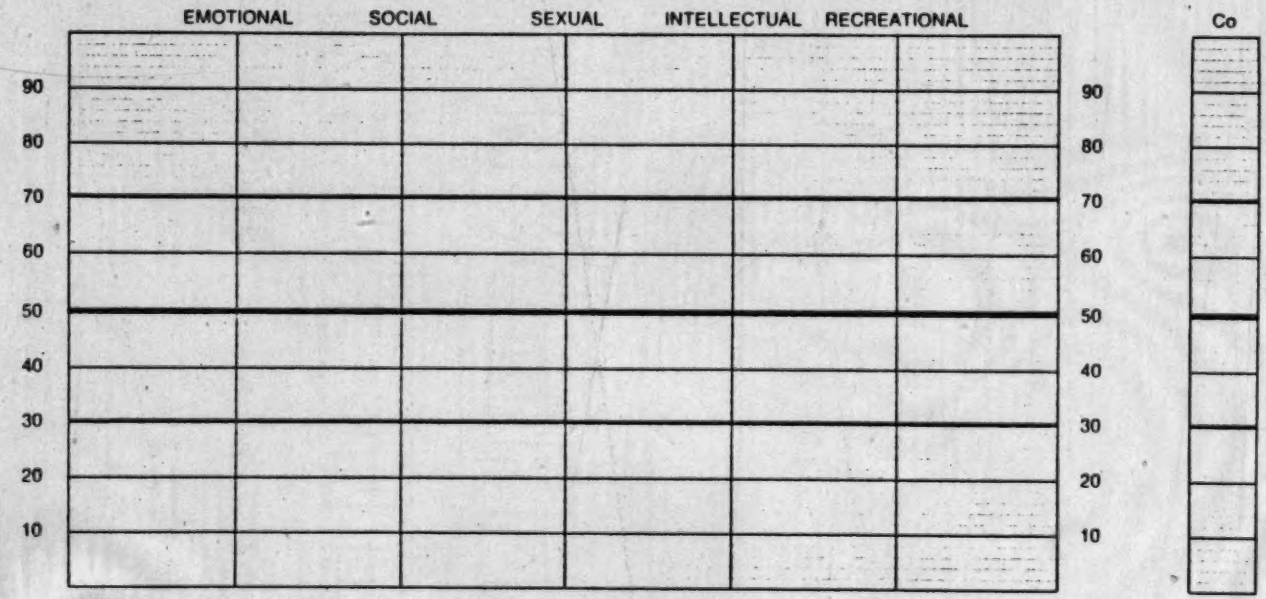
E-SCORE TOTALS

PAIR

COUPLE FEEDBACK SHEET

By David H. Olson and Mark T. Schaefer

COUPLE NAME:	COUPLE #:	DATE:	PRE ___ POST ___
	GROUP #:	COUNSELOR:	



NOTES:

Key: Solid Blue Line - Male's P-Scores
Solid Red Line - Female's P-Scores
Dashed Blue Line - Male's E-Scores
Dashed Red Line - Female's E-Scores

APPENDIX C

DEMOGRAPHIC QUESTIONNAIRE

NAME: _____ PRESENT ADDRESS: _____

PHONE NO. (Bus.) _____ _____

(Res.) _____ PARENT'S ADDRESS: _____

AGE: _____ SEX: M F _____

Please circle the appropriate response:

1. Education completed (one only)
   a. Graduate/Professional
   b. Technical/Community College Grad
   c. Finished High School
   d. Some High School

2. Occupation
   a. Professionals, Doctors, Lawyers, Executives
   b. Other Professionals, Managers, Teachers, Nurses
   c. Skilled and Building Trades
   d. Sales, Technicians, Clerical
   e. Laborer, Factory Workers, waitress
   f. General service employees
   g. Student
   h. Unemployed
   i. Other _____.

3. How many months until you are married? _____

4. How many months have you known your partner? _____

5. What is your approximate monthly income (not counting your partner's income)?
   a. no income
   b. $400-$600
   c. $601-$300
   d. $801-$1000
   e. $1001-$1400
   f. $1401-$1600
   g. Over $1600

6. Religious Preference
   a. Catholic
   b. Baptist
   c. Pentecostal
   d. United
   e. Anglican
   f. Evangelical
   g. Other (specify) _____

7. What is your birth position in your family?
   1 2 3 4 5 6 7 8 9 10 ___

8. How many children in your family?
   1 2 3 4 5 6 7 8 9 10 ___

9. What was your parent's general reaction to your plans to marry?
   a. very positive
   b. positive
   c. neutral
   d. negative
   e. very negative

10. What was the general reaction of your friends to your plans to marry?
    a. very positive
    b. positive
    c. neutral
    d. negative
    e. very negative

11. Where did you live most of your life?
    a. farm
    b. rural but not farm
    c. town 2500 people or less
    d. town 2500 - 25,000
    e. small city - 25,000 to 100,000
    6. large city - over 100,000

12. Where do you currently live?
    a. farm
    b. rural but not farm
    c. town 2500 people or less
    d. town 2500 - 25,000
    e. small city - 25,000 to 100,000
    f. large city - over 100,000

APPENDIX D

INFORMATION LETTER

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

Department of Educational Psychology
University of Alberta
Edmonton, Alberta
T6G 2E1

Dear

I am presently conducting a study with premarital couples as part of my university program. I invite you to be a part of this study in which you would be one of a selected number of couples who would be given a questionnaire and would be given feedback as a couple. This study should prove to be interesting and helpful in your relationship. I will contact you by telephone within a few days in order to answer questions you might have regarding this study and to set up a time to meet with you. This session would be held at St. Alphonsus.

Thank you.

Yours sincerely,

Gerald Cosnett

I endorse this project
and encourage you to take
part in this study.

Fr. J. Emmett Crough

6-102 EDUCATION NORTH, EDMONTON, ALBERTA, CANADA • T6G 2G5 • TELEPHONE (403) 432-5245

APPENDIX E

EVALUATION QUESTIONNAIRE

Questionnaire for Group 1 and 3

1. Did you find the feedback from PAIR helpful?

   Circle the correct number.

   1 2 3 4 5

   least helpful most helpful

2. Comments

Questionnaire for Group 2 and 4

1. Did you find the feedback from PAIR helpful?

   Circle the correct number.

   1 2 3 4 5

   least helpful most helpful

2. Did you find the feedback from PREPARE helpful?

   Circle the correct number.

   1 2 3 4 5

   least helpful most helpful

3. Comments

APPENDIX F

MULV 16 PROGRAM

DIVISION OF EDUCATIONAL RESEARCH SERVICES
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

COMPUTER PROGRAM DOCUMENTATION

TITLE:	One-Way Multivariate Analysis of Variance and Covariance
MACHINE:	AMDAHL 470 V/7
LANGUAGE:	FORTRAN IV(X)
PROGRAM TYPE:	COMPLETE
LIBRARY:	XDER
OPERATING SYSTEM:	MTS
SUBPROGRAMS:	-SELF CONTAINED- GENC, HYP, DATA1, DATRAN, RAOFT, ROYTES, HECK UCON, ADJCON, CONF, HECK05 XDER:SUB-ZERO, ERRR, TITLE, FLGCHK, PMAT, PIMAT, GCR, ALGAMI, DLGAM, *IMSLLIB- MDBETA, EIGZF *CSLIB- CFPROB
LIMITS:	If number of observations = NT number of groups = NG number of dependent variables = ND number of covariates = NCOV then NT - (ND+NG+NCOV) must be greater than or equal to 1 100 variables may be input, however the maximum number of dependent variables is 20; NG+NCOV must not exceed 50
TIME:	For 150 Observations, 3 groups, 3 dependent variables and 1 covariate, approximately 2 seconds
PROGRAMMER:	S. Hunka (subroutines RAOFT and ROYTES from K. Bay)
DOCUMENTER:	S. Hunka

APPENDIX G

DEST 02 PROGRAM

DIVISION OF EDUCATIONAL RESEARCH SERVICES
FACULTY OF EDUCATION
THE UNIVERSITY OF ALBERTA

COMPUTER PROGRAM DOCUMENTATION

TITLE:	PEARSON PRODUCT MOMENT CORRELATIONS
MACHINE:	AMDAHL 470 V/6
LANGUAGE:	FORTRAN IV (H)
PROGRAM TYPE:	COMPLETE
LIBRARY:	XDER
OPERATING SYSTEM:	MTS
SUBPROGRAMS:	Self Contained - CORR, KR20, DATRAN, LCVE, PMATS, FILEOS, DVSS XDER:SUE - ERR, FIGCHK, TITLE, ZERO, FISHER, CHKFMT, WARN
LIMITS:	200 variables input, 175 variables for correlations
TIME:	Approximately 1 second for sample data given.
PROGRAMMER:	S. Hunka
DOCUMENTER:	S. Hunka

DESCRIPTION

This program calculates means, variances, standard deviations, covariances and correlation coefficients for a maximum of 175 variables. The correlations may be tested for significance. File output of covariances and correlations is also available. An alpha coefficient may be calculated if desired. Blank columns in the data are treated as zero.

APPENDIX H

COUPLES' COMMENTS ON PREPARE

Comments on PREPARE

- It was interesting and did promote discussion.
- It made us face up to our weaknesses and made us realize where we really need to put extra effort. Commend the questionnaire.
- Discussion or communication of these results are the key to using them to help us and so far they have helped.
- I found it quite helpful because it showed us the areas we had to look at more closely.
- Helpful, showed where differences occurred.
- After answering those questions, it gave us a lot to talk about.
- Covered many areas, got us thinking, and we had a valuable discussion after and I think are closer for it.
- Gave us an insight on the class we have taken (very good, "helpful").
- It starts some serious thinking even before the course begins, shows areas that need to be explained.
- Made me think about some things I hadn't thought enough about; gave me something to think about before the course.
- Found it a bit repetitious but otherwise quite interesting.

APPENDIX I

COUPLES' COMMENTS ON PAIR

Comments on PAIR

- A bit repetitious. Got me thinking about what I would like to change and what I wasn't happy about. The "how is it now" - "how would you like it to be" was interesting. Lots of our differences we have already discussed and are satisfied with these differences so it wasn't really valuable in that way. But in general - helpful and valuable and interesting.
- Comparing the two sheets have showed us that we have learned something from marriage classes. "Enjoyed being involved in this test"!
- It shows the changes that can take place even in a few weeks and therefore the need to keep talking to each other.
- Felt I got more from "prepare", as it started us thinking, "pair" was a follow through.
- It was interesting to see how we both thought and felt on a graph. Also how close we were in our ideas and feelings.
- Waste of Time!
- Somewhat hard to interpret - would prefer a written interpretation.
- Hard to comprehend until we actually sit down and go over carefully.
- Specifies an area of concern which with additional feedback can be helpful.

APPENDIX J

PREMARITAL COURSE DESCRIPTION

Premarital Course Description (From Brochure)

The premarital course that the couples in this study enrolled or were about to enroll was sponsored by the Catholic Information Centre of Edmonton. A brochure is put out on the program and highlights of the program and the extent to which the couples in the study were involved. The brochure states:

> "Marriage Preparation Courses have been sponsored by the Catholic Church in Edmonton since 1955 when Father Bill Irwin began a course at St. Joseph's Cathedral.
>
> From 1966 to 1980 the course was under the direction of Father Ed Kennedy, C.Ss.R. It has been continually updated and revised over the years. Eight years ago Edmonton became the first diocese in Canada to make marriage preparation mandatory. This action has since been taken by almost all dioceses in Canada. In the past year, over twenty-two hundred persons attended Marriage Preparation courses offered by the Catholic Information Centre.
>
> The Marriage Preparation Course is a couple centred course which attempts to help a couple evaluate their readiness for marriage from a human and religious viewpoint. While there are some opportunities for group discussion, the primary emphasis is on the couple dialogue. Each couple is provided with a copy of Mosaic, the pre-marriage text used in the courses and the couple is expected to make use of the text and many supplementary materials are given out during the course. A team of people experienced in working at the course provides speakers for each session and includes: priests, and ministers, physicians, finance counselors and married couples. Topics covered include communication; expectations; needs and values; budgeting and financial planning; medical aspects of marriage and moral and religious meaning of marriage."

APPENDIX K

PHONE INSTRUCTIONS

Phone Instructions for Groups 1 & 3

I am presently a doctoral student at the University of Alberta. I have permission from Father Crough to contact you. You are signed up for a premarital course starting _____. Have you received the letter sent to you in the mail signed by Father Crough and myself? I am presently conducting a study with premarital couples. It will take 1/2 - 3/4 hour of your time. You and your fiancee would need to come and fill out 2 questionnaires which have statements relating to topics such as financial, family, children. You will receive a computer print out as feedback from one of the questionnaires one week later. These are the times and place where you can come and fill out the questionnaires.

Phone Instructions for Group 4

I am presently a doctoral student at the University of Alberta. I have permission from Father Crough to contact you. You are signed up for a premarital course starting _____. Have you received the letter sent to you in the mail signed by Father Crough and myself? I am presently conducting a study with premarital couples. It will take approximately 20 minutes of your time. You and your fiancee would need to come and fill out a questionnaire which has statements relating to such topics as communication, recreation and social aspects of your relationship. These are the times and the place where you can come and fill out the questionnaires.